



Comprehensive Needs Assessment 2024 - 2025 School Report



Forsyth County
Chestatee Elementary

1. PLANNING AND PREPARATION

1.1 Identification of Team

The comprehensive needs assessment team consists of people who are responsible for working collaboratively throughout the needs assessment process. Ideal team members possess knowledge of programs, the capacity to plan and implement the needs assessment, and the ability to ensure stakeholder involvement. A required team member's name may be duplicated when multiple roles are performed by the same person. Documentation of team member involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Leadership Team

	Position/Role	Name
Team Member # 1	Principal	Polly Tennies
Team Member # 2	Assistant Principal	Abby Gaines
Team Member # 3	Assistant Principal	Angela Perry
Team Member # 4	Assistant Administrator	Brianna Hundt
Team Member # 5	Counselor	Robin Mitchell
Team Member # 6	Instructional Coach	Carmen Weaver
Team Member # 7	Educational Technology Coach	Lisa Bruce

Additional Leadership Team

	Position/Role	Name
Team Member # 1	Teacher	Dana Jenkins
Team Member # 2	Teacher	Bonnie Lee
Team Member # 3	Teacher	Alexis Koch
Team Member # 4	ESOL Teacher	Laurie Faulkner
Team Member # 5	Teacher	Kim Sarfaty
Team Member # 6	Instructional Assistant/Paraprofessional	Kelly Blayton
Team Member # 7	STEM Teacher	Jennifer Reece
Team Member # 8	Family Engagement Coordinator	Meg Killingsworth
Team Member # 9		
Team Member # 10	IRR Teacher	Laurie Holbrooks

1. PLANNING AND PREPARATION

1.2 Identification of Stakeholders

Stakeholders are those individuals with valuable experiences and perspective who will provide the team with important input, feedback, and guidance. Required stakeholders must be engaged in the process to meet the requirements of participating federal programs. Documentation of stakeholder involvement must be maintained by the LEA. Watch the [Planning and Preparation webinar](#) for additional information and guidance.

Stakeholders

	Position/Role	Name
Stakeholder # 1	EL Parent	Liza Contreras
Stakeholder # 2	Parent	Angela Ottilo
Stakeholder # 3	Incoming Principal for FY25	Jennifer Williams
Stakeholder # 4	Speech Pathologist	Erica Richardson
Stakeholder # 5	EL Parent	Cynthia Jimenez
Stakeholder # 6	SBA Teacher	Amanda Pruitt
Stakeholder # 7	Incoming Title 1 Lead	Beth Perryman
Stakeholder # 8	Teacher	Rebecca Cox

How will the team ensure that stakeholders, and in particular parents and/or guardians, were able to provide meaningful input into the needs assessment process?

Stakeholders actively engaged in the feedback process through a series of collaborative sessions. The school leadership team, comprising teacher leaders, administrators, PTO members, and parents, convened to conduct the Comprehensive Needs Assessment (CNA). During the CNA process, parents, teachers, and other stakeholders analyzed school data and collaboratively evaluated the school's performance based on standards of effective school practices. Preliminary findings were then shared with faculty members during weekly team planning sessions, where team leaders further gathered insights from teachers on each CNA standard. The administration also sought advisement from the Local School Council during their monthly meetings to review the process and gather input. Once all data was compiled, the Instructional Leadership Team (ILT) presented the results and conducted a root cause analysis using the 5 Whys protocol during a faculty meeting.

During the Spring APTT, Academic Parent Teacher Teams event, the CNA results, proposed school goals, and other essential Title 1 information were presented to parents and community members. To gather input on the proposed goals and action steps, stakeholders were invited to complete an electronic survey accessible via QR code on a phone or Chromebook. Information about the survey, available in both English and Spanish, was shared on the school website and communicated to parents by teachers through newsletters and emails. To ensure all voices were heard, parents, teachers, and stakeholders met to analyze data and provide input and feedback. This collaborative process allowed for shared decisions regarding school improvement, including root causes, action steps, and goals.

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2. DATA COLLECTION ANALYSIS

2.1 Coherent Instructional System

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of instructional needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Coherent Instructional System webinar](#) for additional information and guidance.

Coherent Instruction Data

Curriculum Standard 1 -Uses systematic, collaborative planning processes so that teachers share an understanding of expectations for standards, curriculum, assessment, and instruction		
1. Exemplary	<p>A systematic, collaborative process is used proactively for curriculum planning.</p> <p>Nearly all teachers or groups of teachers, support staff, and leaders within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
2. Operational	<p>A systematic, collaborative process is used regularly for curriculum planning.</p> <p>Most teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	
3. Emerging	<p>A collaborative process is used occasionally for curriculum planning.</p> <p>Some teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	✓
4. Not Evident	<p>A collaborative process is rarely, if ever, used for curriculum planning.</p> <p>Few, if any, teachers or groups of teachers within the school have common expectations for standards, curriculum, assessment, and instruction.</p>	

Coherent Instruction Data

Curriculum Standard 2 -Designs curriculum documents and aligns resources with the intended rigor of the required standards		
1. Exemplary	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope, and sequence documents, guides) that are aligned with the intended rigor of the required standards are the products of a systematic, collaborative process.</p> <p>These curriculum documents and resources are used and continuously revised by teachers and support staff to ensure an alignment with the intended, taught, and tested standards.</p>	
2. Operational	<p>Curriculum documents (e.g., lesson plans, unit plans, performance tasks, curriculum maps, scope and sequence documents, guides) have been designed, and resources are aligned with the intended rigor of the required standards.</p> <p>These curriculum documents and resources guide the work of teachers and instructional support staff.</p>	
3. Emerging	Curriculum documents and resources exist, but they are not complete in all content areas or grade levels or lack the intended rigor of the required standards.	✓
4. Not Evident	Few, if any, curriculum documents and resources exist to support the implementation of the intended rigor of the required standards.	

Instruction Standard 1 -Provides a supportive and well -managed environment conducive to learning		
1. Exemplary	<p>A supportive and well-managed environment conducive to learning is evident throughout the school.</p> <p>Students consistently stay on-task and take responsibility for their own actions.</p>	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Coherent Instruction Data

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Instruction Standard 3 -Establishes and communicates clear learning targets and success criteria aligned to curriculum standards		
1. Exemplary	Nearly all teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work. Articulation of the learning targets is consistent and pervasive among like content areas and grade levels.	
2. Operational	Most teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards. Learning targets are evident throughout the lesson and in student work.	
3. Emerging	Some teachers establish and communicate clear learning targets and success criteria aligned to the required curriculum standards.	✓
4. Not Evident	Few, if any teachers establish clear learning targets and success criteria aligned to the required curriculum standards.	

Coherent Instruction Data

Instruction Standard 4 -Uses research based instructional practices that positively impact student learning		
1. Exemplary	Nearly all teachers pervasively demonstrate a repertoire of highly effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	
2. Operational	Most teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning (e.g., providing feedback, cooperative learning, advance organizers, questioning techniques, similarities and differences, reinforcing effort, goal setting, summarizers, graphic representations, reciprocal teaching).	✓
3. Emerging	Some teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 5 -Differentiates instruction to meet specific learning needs of students		
1. Exemplary	<p>Nearly all teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Nearly all teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p> <p>Remediation, enrichment, and acceleration are pervasive practices.</p>	
2. Operational	<p>Most teachers differentiate instruction (e.g., using flexible grouping, making adjustments, providing choices based upon readiness levels, interests, or needs) to meet the specific learning needs of students.</p> <p>Most teachers plan and implement multiple means of representation, engagement, action, and expression to meet the learning needs of students (UDL).</p>	
3. Emerging	Some teachers differentiate instruction to meet the specific learning needs of students.	✓
4. Not Evident	Few, if any, teachers differentiate instruction to meet the specific learning needs of students.	

Coherent Instruction Data

Instruction Standard 6 -Uses appropriate, current technology to enhance learning		
1. Exemplary	The use by staff members and students of appropriate, current technology to enhance learning is an institutional practice (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	
2. Operational	Most staff members and students use appropriate, current technology to enhance learning (e.g., facilitate communication, collaboration, research, design, creativity, problem-solving).	✓
3. Emerging	Some staff members, students, or both use appropriate, current technology to enhance learning.	
4. Not Evident	Few, if any, teachers demonstrate a repertoire of effective, research-based instructional practices that positively impact student learning.	

Instruction Standard 7 -Provides feedback to students on their performance on the standards or learning targets		
1. Exemplary	Nearly all teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance. Nearly all teachers systematically elicit diagnostic information from individual students regarding their understanding of the standards or learning targets.	
2. Operational	Most teachers use the language of the standards or learning targets to provide students with specific, timely, descriptive feedback on their performance.	
3. Emerging	Some teachers use the language of the standards or learning targets to provide students with specific, descriptive feedback on their performance.	✓
4. Not Evident	Few, if any, teachers use the language of the standards or learning targets to provide students with feedback on their performance, or the feedback that is provided is not specific, timely, or understandable.	

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

Coherent Instruction Data

Instruction Standard 9 -Provides timely, systematic, data -driven interventions		
1. Exemplary	Nearly all students are provided timely, systematic, data-driven interventions to support their learning needs. Interventions are designed to meet the needs of each student. The effectiveness of those interventions is consistently monitored and adjustments are made.	
2. Operational	Most students are provided timely, systematic, data-driven interventions to support their learning needs.	✓
3. Emerging	Some students are provided extra assistance or needed support in a timely manner.	
4. Not Evident	Few, if any, students are provided extra assistance or effective support in a timely manner.	

Assessment Standard 1 -Aligns assessments with the required curriculum standards		
1. Exemplary	Nearly all assessments are aligned with the required curriculum standards. Assessments are reviewed during the school year to ensure alignment.	✓
2. Operational	Most assessments are aligned with the required curriculum standards.	
3. Emerging	Some assessments are aligned with the required curriculum standards.	
4. Not Evident	Few, if any, assessments are aligned with the required curriculum standards.	

Assessment Standard 3 -Uses common assessments aligned with the required standards to monitor student progress, inform instruction, and improve teacher practices		
1. Exemplary	Teachers consistently use common assessments aligned with the required standards in nearly all content areas, grade levels, or both for diagnostic, summative, and formative purposes. The data from the common assessments are analyzed down to the item level, and the results are used to inform instruction and improve teacher practices.	
2. Operational	Teachers use common assessments aligned with the required standards in most content areas to monitor student progress, inform instruction, and improve teacher practices.	✓
3. Emerging	Teachers use some common assessments aligned with the required standards in a few content areas with a limited amount of data analysis to monitor student progress, inform instruction, or improve teacher practices.	
4. Not Evident	Teachers use few, if any, common assessments to monitor student progress, inform instruction, or improve teacher practices.	

Coherent Instruction Data

Assessment Standard 4 -Implements a process to collaboratively analyze assessment results to adjust instruction		
1. Exemplary	Teachers extensively use a systematic, collaborative process to analyze assessment results. Instruction is consistently adjusted based on the analysis of assessment results across all content areas, grade levels, or both.	
2. Operational	Teachers regularly use a collaborative process to analyze assessment results. Instruction is routinely adjusted based on the analysis of assessment results.	
3. Emerging	Teachers occasionally use a collaborative process to analyze assessment results. Instruction is sometimes adjusted based on the analysis of assessment results.	✓
4. Not Evident	A collaborative process to analyze assessment results does not exist. Instruction is rarely, if ever, adjusted based on the analysis of assessment results.	

Assessment Standard 5 -Implements grading practices that provide an accurate indication of student progress on the required standards		
1. Exemplary	The grading practices used by teachers across nearly all content areas, grade levels, or both, consistently provide an accurate indication of student progress on the required standards.	
2. Operational	The grading practices used by teachers in most content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	
3. Emerging	The grading practices used by teachers in some content areas, grade levels, or both provide an accurate indication of student progress on the required standards.	✓
4. Not Evident	The grading practices used by teachers rarely, if ever, provide an accurate indication of student progress on the required standards.	

2. DATA COLLECTION ANALYSIS

2.2 Effective Leadership

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of leadership needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Effective Leadership webinar](#) for additional information and guidance.

Effective Leadership Data

Leadership Standard 1 -Builds and sustains relationships to foster the success of students and staff		
1. Exemplary	Administrators consistently build and sustain relationships to foster the success of students and staff. The school staff is fully engaged in relationship building through collaboration, internal and external communication, and building trust with staff, students, families, and community stakeholders.	✓
2. Operational	Administrators regularly build and sustain relationships to foster the success of students and staff.	
3. Emerging	Administrators sometimes build relationships to foster the success of students and staff.	
4. Not Evident	Administrators seldom, if ever, build relationships to foster the success of students and staff.	

Leadership Standard 2 -Initiates and manages change to improve staff performance and student learning		
1. Exemplary	Administrators, the school leadership team, and other teacher leaders initiate and sustain change to improve staff performance and student learning. Administrators, the school leadership team, and other teacher leaders create a sense of urgency for change and effectively communicate a common vision.	
2. Operational	Administrators and the school leadership team initiate and sustain change to improve staff performance and student learning. The principal provides an appropriate balance of pressure and support to manage the change process for desired results.	✓
3. Emerging	Administrators initiate change to improve staff performance and student learning but do not sustain the change, remove barriers, or both.	
4. Not Evident	Administrators initiate few, if any, changes that impact staff performance and student learning.	

Effective Leadership Data

Leadership Standard 3 -Uses systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices		
1. Exemplary	<p>The principal and other school leaders continually use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.</p> <p>The principal and other school leaders have a comprehensive knowledge and understanding of the best practices for curriculum, assessment, instruction, and professional learning.</p>	✓
2. Operational	The principal and other school leaders often use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
3. Emerging	The principal and other school leaders occasionally use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	
4. Not Evident	The principal and other school leaders rarely, if ever, use systems to ensure effective implementation of curriculum, assessment, instruction, and professional learning practices.	

Leadership Standard 4 -Uses processes to systematically analyze data to improve student achievement		
1. Exemplary	Extensive, comprehensive processes, including root cause analysis, are used consistently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
2. Operational	Numerous processes are used frequently to analyze data (e.g., multiple sources of data: classroom, grade level, departmental, and subgroup, perception data) to improve student achievement.	
3. Emerging	Some processes are in place and used occasionally to analyze data to improve student achievement.	✓
4. Not Evident	Few, if any, processes are in place to analyze data to improve student achievement.	

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	<p>Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.</p> <p>Administrators collaborate consistently with staff members to gather input.</p>	
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	✓
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Effective Leadership Data

Leadership Standard 6 -Establishes and supports a data-driven school leadership team that is focused on student learning		
1. Exemplary	<p>A highly effective, proactive, and data-driven school leadership team is focused on student learning.</p> <p>The leadership team addresses nearly all areas of student and staff learning and school leadership, including the development, implementation, and regular monitoring of the school improvement plan.</p>	
2. Operational	<p>A data-driven school leadership team is established with stakeholder representation (e.g., core and non-core teachers, certified support staff) and is focused on student learning.</p> <p>The school leadership team meets regularly and uses norms and protocols to work effectively and efficiently.</p>	✓
3. Emerging	The school leadership team is established and has some stakeholder representation but is focused chiefly on school operations rather than student learning.	
4. Not Evident	A school leadership team does not exist or does not have adequate stakeholder representation.	

Effective Leadership Data

Leadership Standard 7 -Monitors and evaluates the performance of teachers and other staff using multiple data sources		
1. Exemplary	<p>Monitoring the performance of teachers and other staff through observations, surveys, data, and documentation is consistent and comprehensive, resulting in highly accurate performance evaluations.</p> <p>A comprehensive system is in place to provide teachers and staff with ongoing, accurate, timely, detailed, descriptive feedback related to their performance.</p> <p>Administrators use the evaluation process to identify role models, teacher leaders, or both.</p>	
2. Operational	<p>Monitoring the performance of teachers and other staff regularly occurs using data or documentation, generally resulting in accurate performance evaluations.</p> <p>Teachers and staff receive accurate, timely, descriptive feedback related to their performance.</p>	✓
3. Emerging	<p>Monitoring the performance of teachers and other staff is inconsistent, incomplete, or lacks data or documentation, sometimes resulting in inaccurate performance evaluations.</p> <p>Teachers and staff receive some descriptive feedback related to their performance.</p>	
4. Not Evident	<p>Monitoring the performance of teachers and other staff rarely occurs or often results in inaccurate performance evaluations.</p> <p>Teachers and staff receive little or no descriptive feedback related to their performance.</p>	

Leadership Standard 8 -Provides ongoing support to teachers and other staff		
1. Exemplary	A comprehensive support system that is timely and targeted to individual needs is provided to teachers and other staff.	✓
2. Operational	Most support provided to teachers and other staff is targeted to individual needs.	
3. Emerging	Some support provided to teachers and staff is targeted to individual needs.	
4. Not Evident	Support to teachers and staff does not exist or is not targeted to individual needs.	

Effective Leadership Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	✓
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	
3. Emerging	<p>A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.</p>	
4. Not Evident	<p>A common vision and mission have not been developed or updated or have been developed by a few staff members.</p>	

Planning and Organization Standard 2 -Uses a data-driven and consensus-oriented process to develop and implement a school improvement plan that is focused on student performance		
1. Exemplary	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from nearly all stakeholders.</p> <p>The plan includes appropriate goals and strategies with a strong focus on increasing student performance.</p> <p>This process and plan consistently guide the work of the school staff.</p>	
2. Operational	<p>A school improvement plan has been developed using a data-driven and consensus-oriented process with input from most plan stakeholders.</p> <p>The plan includes appropriate goals and strategies with a focus on increasing student performance.</p>	✓
3. Emerging	<p>A school improvement plan has been developed with input from some stakeholders.</p> <p>The school improvement plan is based on incomplete data analysis with limited focus on student performance.</p>	
4. Not Evident	<p>An up-to-date, data-driven school improvement plan focused on student performance is not in place.</p>	

Effective Leadership Data

Planning and Organization Standard 3 -Monitors implementation of the school improvement plan and makes adjustments as needed		
1. Exemplary	<p>The goals and strategies of the school improvement plan are continually monitored by administrators, the school leadership team, and teacher leaders to evaluate the impact on student performance.</p> <p>Ongoing adjustments are made based on various performance, process, and perception data.</p>	
2. Operational	<p>he goals and strategies of the school improvement plan are regularly monitored by administrators and the school leadership team to evaluate the impact on student performance.</p> <p>Adjustments are made to the plan, as needed, based on the analysis of data.</p>	✓
3. Emerging	The goals and strategies of the school improvement plan are occasionally monitored by administrators.	
4. Not Evident	The goals and strategies of the school improvement plan are rarely, if ever, monitored.	

Planning and Organization Standard 4 -Monitors the use of available resources to support continuous improvement		
1. Exemplary	<p>The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is consistently monitored.</p> <p>School schedules and processes are designed to make effective use of personnel, time, materials, and equipment.</p>	
2. Operational	The use of available resources (e.g., personnel, time, facilities, equipment, materials) to support continuous improvement is frequently monitored.	✓
3. Emerging	The use of available resources to support continuous improvement is inconsistently monitored.	
4. Not Evident	The use of available resources to support continuous improvement is rarely, if ever, monitored.	

Effective Leadership Data

Planning and Organization Standard 5 -Develops, communicates, and implements rules, policies, schedules, and procedures to maximize student learning and staff effectiveness		
1. Exemplary	<p>Rules, policies, schedules, and procedures are developed with stakeholder input, effectively communicated, and consistently implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are consistently reviewed and revised as needed.</p>	
2. Operational	<p>Rules, policies, schedules, and procedures are developed, communicated, and implemented throughout the school to maximize student learning and staff effectiveness.</p> <p>These rules, policies, schedules, and procedures are periodically reviewed and systematically revised as needed.</p>	✓
3. Emerging	Rules, policies, schedules, and procedures are developed but are not effectively communicated or are implemented inconsistently across the school.	
4. Not Evident	<p>Rules, policies, or procedures are not developed, are poorly communicated, or are ineffectively implemented.</p> <p>In some cases, rules, policies, schedules, or procedures are out of date or have become barriers to student learning or staff effectiveness.</p>	

Effective Leadership Data

Planning and Organization Standard 6 -Uses protocols to maintain the school campus and equipment providing a safe, clean, and inviting learning environment		
1. Exemplary	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used extensively to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>A proactive maintenance process is in place, and repairs are completed in a satisfactory and timely manner, when needed.</p>	
2. Operational	<p>Protocols (e.g., safety drills, tornado drills, inclement weather plans, current crisis plan, school-wide safety plan, maintenance protocols, facility-use protocols, functional custodial schedules) are used to maintain the school campus and equipment providing a safe, clean, and inviting learning environment.</p> <p>The school and campus are clean, well-maintained, inviting, and safe.</p>	✓
3. Emerging	<p>Protocols are sometimes used to maintain the school campus and equipment.</p> <p>The school and campus are partially clean, maintained, and inviting, but some safety issues exist.</p>	
4. Not Evident	<p>Protocols do not exist or are rarely, if ever, used to maintain the school campus and equipment.</p> <p>The school and campus are not clean, maintained, or inviting, and safety issues exist.</p>	

2. DATA COLLECTION ANALYSIS

2.3 Professional Capacity

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of professional capacity needs. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Professional Capacity webinar](#) for additional information and guidance.

Professional Capacity Data

Leadership Standard 5 -Builds leadership capacity through shared decision-making and problem-solving		
1. Exemplary	Extensive structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities. Administrators collaborate consistently with staff members to gather input.	✓
2. Operational	Numerous structures exist for staff to engage in shared decision-making and problem-solving and to build their leadership capacities.	
3. Emerging	Some structures exist for staff to engage in shared decision-making, problem-solving, or both.	
4. Not Evident	Few, if any, structures exist for staff to engage in shared decision-making or problem-solving.	

Professional Learning Standard 1 -Aligns professional learning with needs identified through analysis of a variety of data		
1. Exemplary	Professional learning needs are identified and differentiated through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families). Ongoing support is provided through differentiated professional learning.	
2. Operational	Professional learning needs are identified through a collaborative analysis process using a variety of data (e.g., student achievement data, examination of student work, process data, teacher and leader effectiveness data, action research data, perception data from students, staff, and families).	
3. Emerging	Professional learning needs are identified using limited sources of data.	✓
4. Not Evident	Professional learning needs are identified using little or no data.	

Professional Capacity Data

Professional Learning Standard 2 -Establishes a culture of collaboration among administrators and staff to enhance individual and collective performance		
1. Exemplary	Administrators and staff, as a foundational practice, consistently collaborate to support leadership and personal accountability and to enhance individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback). Teachers conduct action research and assume ownership of professional learning processes.	
2. Operational	Administrators and staff routinely collaborate to improve individual and collective performance (e.g., construct knowledge, acquire skills, refine practice, provide feedback).	
3. Emerging	Administrators and staff sometimes collaborate to improve individual and collective performance.	✓
4. Not Evident	Administrators and staff rarely collaborate to improve individual and collective performance.	

Professional Learning Standard 3 -Defines expectations for implementing professional learning		
1. Exemplary	Administrators, teacher leaders, or both consistently define expectations for the implementation of professional learning, including details regarding the stages of implementation and how monitoring will occur as implementation progresses.	
2. Operational	Administrators, teacher leaders, or both regularly define expectations for the implementation of professional learning.	
3. Emerging	Administrators, teacher leaders, or both occasionally define expectations for the implementation of professional learning.	✓
4. Not Evident	Administrators, teacher leaders, or both rarely, if ever, define expectations for the implementation of professional learning.	

Professional Capacity Data

Professional Learning Standard 4 -Uses multiple professional learning designs to support the various learning needs of the staff		
1. Exemplary	<p>Staff members actively participate in job-embedded professional learning that engages collaborative teams in a variety of appropriate learning designs (e.g., collaborative lesson study, analysis of student work, problem solving sessions, curriculum development, coursework, action research, classroom observations, online networks).</p> <p>Professional learning includes extensive follow-up with descriptive feedback and coaching.</p>	
2. Operational	<p>Staff members actively participate in professional learning, most of which is job-embedded, which includes multiple designs (e.g., collaborative lesson study, analysis of student work, problem-solving sessions, curriculum development, coursework, action research, classroom observations, online networks) to support their various learning needs.</p> <p>Professional learning includes follow-up with feedback and coaching.</p>	
3. Emerging	Some staff members are engaged in professional learning that makes use of more than one learning design to address their identified needs.	✓
4. Not Evident	Staff members receive single, stand-alone professional learning events that are informational and mostly large-group presentation designs.	

Professional Learning Standard 5 -Allocates resources and establishes systems to support and sustain effective professional learning		
1. Exemplary	<p>Extensive resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are allocated to support and sustain effective professional learning.</p> <p>Opportunities to practice skills, receive follow-up, feedback, and coaching are provided to support the effectiveness of professional learning.</p>	
2. Operational	Adequate resources (e.g., substitute teachers, materials, handouts, tools, stipends, facilitators, technology) and systems (e.g., conducive schedules, adequate collaborative time, model classrooms) are in place to support and sustain professional learning.	✓
3. Emerging	Some resources and systems are allocated to support and sustain professional learning.	
4. Not Evident	Few, if any, resources and systems are provided to support and sustain professional learning.	

Professional Capacity Data

Professional Learning Standard 6 -Monitors and evaluates the impact of professional learning on staff practices and student learning		
1. Exemplary	Monitoring and evaluating the impact of professional learning on staff practices and increases in student learning occurs extensively. Evaluation results are used to identify and implement processes to extend student learning.	
2. Operational	Monitoring and evaluating the impact of professional learning on staff practices and student learning occurs routinely.	
3. Emerging	Monitoring and evaluating the impact of professional learning on staff practices occurs sporadically.	✓
4. Not Evident	Monitoring and evaluating the impact of professional learning on staff practices occurs rarely, if ever.	

2. DATA COLLECTION ANALYSIS

2.4 Family and Community Engagement

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to family and community engagement. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). See the [Family and Community Engagement webinar](#) for additional information and guidance. Visit Georgia's Family Connection Partnership's [KIDS COUNT](#) for additional data.

Family and Community Engagement Data

Family and Community Engagement Standard 1 -Creates an environment that welcomes, encourages, and connects family and community members to the school		
1. Exemplary	The school has a well-established, inviting learning environment that welcomes, encourages, and connects family and community members to the school. Numerous opportunities are given to family members to become actively engaged in school-related events and improvement efforts as participants, event managers, and workers.	
2. Operational	The school has created an environment that welcomes, encourages, and connects family and community members to the school.	✓
3. Emerging	The school has made some progress toward creating an environment that welcomes, encourages, and connects family and community members to the school.	
4. Not Evident	The school has not created an environment that welcomes, encourages, or connects family and community members to the school.	

Family and Community Engagement Standard 2 -Establishes structures that promote clear and open communication between the school and stakeholders		
1. Exemplary	Extensive structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented. Structures are continuously monitored for reliable and interactive communication.	✓
2. Operational	Most structures that promote clear and open communication between the school and stakeholders have been effectively established and implemented.	
3. Emerging	Some structures that promote clear and open communication between the school and stakeholders exist.	
4. Not Evident	Few, if any, structures that promote clear and open communication between the school and stakeholders exist.	

Family and Community Engagement Data

Family and Community Engagement Standard 3 -Establishes relationships and decision-making processes that build capacity for family and community engagement in the success of students		
1. Exemplary	<p>A wide variety of relationships and collaborative decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services, post-secondary partnerships) are pervasive in promoting student success and well being.</p> <p>Expectations for family and community engagement are embedded in the culture and result in stakeholders being actively involved in decision-making.</p>	
2. Operational	Numerous relationships and decision-making processes (e.g., business partnerships, school councils, parent or family organizations, academic and extra-curricular booster clubs, civic organizations, tutoring services) effectively build capacity for family and community engagement in the success of students.	✓
3. Emerging	Limited relationships and decision-making processes have been initiated by the school to build capacity for family and community engagement.	
4. Not Evident	Relationships and decision-making processes for families and the community are non-existent, or those that do exist contribute minimally to student success.	

Family and Community Engagement Data

Family and Community Engagement Standard 4 -Communicates academic expectations and current student achievement status to families		
1. Exemplary	<p>The school staff provides families with ongoing, detailed academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols).</p> <p>Extensive communication related to the current achievement level of individual students is provided (e.g., progress reports, student-led parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	
2. Operational	<p>The school staff communicates academic expectations and/or graduation status (e.g., four-year graduation plans, syllabi, academic advisement protocols) throughout the year.</p> <p>Regular communication related to the current achievement level of individual students is provided (e.g., progress reports, parent conferences, report cards, reading level reports, state test reports, school-based assessment reports, online reporting system).</p>	✓
3. Emerging	<p>The school staff communicates some academic expectations at the start of the year.</p> <p>Some communication related to the current achievement level of individual students is provided.</p>	
4. Not Evident	<p>The school staff does little to inform families of academic expectations.</p> <p>Little, if any, communication related to the current achievement level of individual students is provided.</p>	

Family and Community Engagement Standard 5 -Develops the capacity of families to use support strategies at home that will enhance academic achievement		
1. Exemplary	The school continually develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	
2. Operational	The school frequently develops the capacity (e.g., parent training, lunch and learn, make-it and take-it) of families to use support strategies at home that will enhance academic achievement.	✓
3. Emerging	The school occasionally develops the capacity of families to use support strategies at home that will enhance academic achievement.	
4. Not Evident	The school seldom, if ever, develops the capacity of families to use support strategies at home that will enhance academic achievement.	

Family and Community Engagement Data

Family and Community Engagement Standard 6 -Connects families with agencies and resources in the community to meet the needs of students		
1. Exemplary	The school has a systematic process in place to connect families with an array of agencies and resources (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
2. Operational	The school regularly connects families to agencies and resources in the community (e.g., Y-Clubs, after-school programs, health and counseling services, community service agencies, civic organizations, tutoring services) to meet the needs of students.	
3. Emerging	The school sometimes connects families to agencies and resources in the community to meet the needs of students.	✓
4. Not Evident	The school does little to connect families with agencies and resources in the community to meet the needs of students.	

2. DATA COLLECTION ANALYSIS

2.5 Supportive Learning Environment

Analyze the LEA's data (including sections 2.6) and answer the guiding questions to determine existing trends and patterns that support the identification of needs related to a supportive learning environment. Complete a data-informed self-rating for each Georgia School Performance Standard (GSPS). Student subgroups with a count of less than 15 are denoted by "TFS" (too few students). See the [Supportive Learning Environment webinar](#) for additional information and guidance.

Supportive Learning Environment Data

Instruction Standard 1 -Provides a supportive and well-managed environment conducive to learning		
1. Exemplary	A supportive and well-managed environment conducive to learning is evident throughout the school. Students consistently stay on-task and take responsibility for their own actions.	
2. Operational	A supportive and well-managed environment conducive to learning is evident in most classrooms.	
3. Emerging	A supportive and well-managed environment conducive to learning is evident in some classrooms.	✓
4. Not Evident	A supportive and well-managed environment conducive to learning is evident in few, if any, classrooms.	

Instruction Standard 2 -Creates an academically challenging learning environment		
1. Exemplary	Nearly all teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration). Students consistently work independently and in teams to solve real-world problems that require advanced effort, decision-making, and critical and creative thinking.	
2. Operational	Most teachers create an academically challenging, learning environment (e.g., higher-order thinking skills and processes, active student engagement, relevance, collaboration).	
3. Emerging	Some teachers create an academically challenging learning environment.	✓
4. Not Evident	Few, if any, teachers create an academically challenging learning environment.	

Supportive Learning Environment Data

Instruction Standard 8 -Establishes a learning environment that empowers students to actively monitor their own progress		
1. Exemplary	Nearly all students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress. Nearly all students develop a sense of personal responsibility and accountability by engaging in record keeping, self-monitoring, sharing, exhibiting, and self-reflection.	
2. Operational	Most students use tools (e.g., rubrics, checklists, exemplars) to actively monitor their own progress.	
3. Emerging	Some students use tools to actively monitor their own progress.	✓
4. Not Evident	Few, if any, students use tools to actively monitor their own progress.	

School Culture Standard 1 -Develops, communicates, and implements rules, practices, and procedures to maintain a safe, orderly learning environment		
1. Exemplary	Rules, practices, and procedures that maintain a safe, orderly learning environment are proactively developed, communicated, and consistently implemented across the school. These rules, practices, and procedures are continually monitored and revised as needed.	
2. Operational	Rules, practices, and procedures that maintain a safe, orderly learning environment are developed, communicated, and implemented.	
3. Emerging	Rules, practices, and procedures are developed and communicated but are ineffective or inconsistently implemented across the school.	✓
4. Not Evident	Rules, practices, and procedures that maintain a safe, orderly, learning environment are not developed nor updated or are poorly communicated.	

Supportive Learning Environment Data

School Culture Standard 2 -Establishes a culture of trust and respect that promotes positive interactions and a sense of community		
1. Exemplary	<p>Extensive evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A pervasive commitment to promoting positive interactions and a sense of community is evident.</p>	
2. Operational	<p>Evidence (e.g., positive and respectful interactions, appreciation of diversity, tolerance, understanding) exists that a culture of trust and respect has been established.</p> <p>A sustained commitment to promoting positive interactions and a sense of community is evident.</p>	
3. Emerging	<p>Some evidence exists that a culture of trust and respect has been established.</p> <p>A limited commitment to promoting positive interactions and a sense of community is evident.</p>	✓
4. Not Evident	<p>Little or no evidence exists that a culture of trust and respect has been established.</p> <p>Unresolved conflicts interfere with a sense of community.</p>	

School Culture Standard 3 -Establishes a culture that supports the college and career readiness of students		
1. Exemplary	<p>Extensive evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.</p> <p>The school culture supports addressing individual achievement needs and strengths to prepare students for success.</p>	
2. Operational	Evidence (e.g., advisement, career counseling, transition coaching, high expectations) exists that the beliefs and practices of the school support the college and career readiness of students.	
3. Emerging	Some evidence exists that the school supports the college and career readiness of students.	✓
4. Not Evident	Little or no evidence exists that the school supports the college and career readiness of students.	

Supportive Learning Environment Data

School Culture Standard 4 -Supports the personal growth and development of students		
1. Exemplary	The school staff consistently provides a comprehensive system of support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to maximize the personal growth and development of nearly all students.	
2. Operational	The school staff regularly provides support (e.g., counseling, mentoring, advisement, coaching, goal setting, time management, problem solving) to enhance the personal growth and development of students.	✓
3. Emerging	The school staff sporadically supports the personal growth and development of students.	
4. Not Evident	The school staff does little to support the personal growth and development of students.	

School Culture Standard 5 -Recognizes and celebrates achievements and accomplishments of students and staff		
1. Exemplary	<p>The school community consistently recognizes and celebrates the achievements and accomplishments of students and staff.</p> <p>The celebrations are publicized within the school and to the community and support the culture of the school.</p>	✓
2. Operational	The school community regularly recognizes and celebrates the achievements and accomplishments of students and staff.	
3. Emerging	The school community periodically recognizes or celebrates the achievements or accomplishments of students and/or staff.	
4. Not Evident	The school community rarely, if ever, recognizes or celebrates the achievements or accomplishments of students or staff.	

Supportive Learning Environment Data

Planning and Organization Standard 1 -Shares a common vision and mission that define the school culture and guide the continuous improvement process		
1. Exemplary	<p>A common vision and mission have been collaboratively developed and communicated to nearly all stakeholders.</p> <p>The culture of the school has been deeply defined over time by the vision and mission, which are updated as needed.</p> <p>The daily work and practices of staff consistently demonstrate a sustained commitment to continuous improvement.</p>	
2. Operational	<p>A common vision and mission have been developed through a collaborative process and communicated to most stakeholders.</p> <p>The vision and mission define the culture of the school and guide the continuous improvement process.</p>	✓
3. Emerging	A common vision and mission have been developed by some staff members but have not been effectively communicated so that they guide the continuous improvement process.	
4. Not Evident	A common vision and mission have not been developed or updated or have been developed by a few staff members.	

2. DATA COLLECTION ANALYSIS

2.6 Data Analysis Questions

Analyze the LEA's data and answer the guiding questions to determine existing trends and patterns that support the identification of demographic and financial needs. Student subgroups with a count of less than 15 are denoted by "TFS" (too few students).

What perception data did you use? [examples: student perceptions about school climate issues (health survey, violence, prejudice, bullying, etc.); student/parent perceptions about the effectiveness of programs or interventions; student understanding of relationship of school to career or has an academic plan]	2019-2020 Parent Involvement Survey for Georgia Families Raising a Student with Disabilities 2020-2021 Parent Involvement Survey for Georgia Families Raising a Student with Disabilities 2022-2023 PBIS SAS Teacher Survey 2023-2024 PBIS SAS Teacher Survey 2023-2024 CHE Parent Input APTT Surveys 2023-2024 Tier Fidelity Inventory (PBIS)
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What does the perception data tell you? (perception data can describe people's knowledge, attitudes, beliefs, perceptions, competencies; perception data can also answer the question "What do people think they know, believe, or can do?")	<p>Chestatee Elementary has implemented the Positive Behavior Intervention System (PBIS) to establish and maintain consistent, high-quality behavior throughout the school. This approach emphasizes developing, communicating, and teaching clear behavioral expectations. The PBIS team, comprising teacher leaders, counselors, and administrators, collaborates to create a culture of positive behavior by promoting teacher efficacy and incorporating staff feedback in planning school-wide implementation.</p> <p>Chestatee Elementary's Positive Behavior Intervention and Supports Self-Assessment Survey indicates an increase in staff perceptions of the Classroom question 4, "Response to Behavior: In my classroom, I use the schoolwide system (e.g., flowchart) for responding to behaviors that interfere with academic and/or social success," as fully in place from 75% in 2020 to 95% in 2023. This is a substantial improvement, reflecting that nearly the entire staff believes that the PBIS flowchart or other PBIS strategies are used in the classroom to curb undesirable behaviors.</p> <p>Chestatee Elementary's Survey Results from the Annual Parent Involvement Survey for Georgia Families Raising a Student with a Disability indicate a decrease in parent perceptions of the survey question 1, "I am considered an equal partner with teachers and other professionals in planning and making decisions about my child's program," as agreeing from 100% in 2019 to 83% in 2020. However, these results also show an increase in agreement from 83% in 2020 to 94.74% in 2021.</p> <p>In the 2024 Comprehensive Needs Assessment (CNA), Chestatee stakeholders rated themselves emerging in six of the nine standards for a supportive learning environment, operational in two standards, and exemplary in one. This indicates that stakeholders perceive areas for</p>
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	<p>improvement. According to the 2024 CNA, stakeholders believe a supportive and well-managed environment conducive to learning is found only in some classrooms. The survey also shows that "rules, practices, and procedures that maintain a safe and orderly learning environment are developed and communicated but are ineffectively or inconsistently implemented across the school. The 2023 January APTT Parent Feedback Survey revealed that parents felt teachers would benefit from further training on communication skills, gifted education, and SEL skills such as "learning to be patient with every student."</p> <p>Feedback from the 2022-23 Family Engagement Parent Feedback Survey revealed that 89.3% of parents (53 surveys recorded) valued Academic Parent Teacher Team (APTT) Meetings. The 2022-23 Survey also indicated stakeholders' strong preference for Chestatee to prioritize these meetings in the budget. During the 2023-24 school year, Chestatee hosted three APTT events, providing individualized reports for students and parents to support learning.</p> <p>Chestatee has a comprehensive communication strategy to engage both English and Spanish-speaking families. For all Family Engagement Nights, APTT events, and school communication, the school provides interpreters and has a bilingual contact person for Spanish-speaking families to inquire about school events, meetings, testing, and student achievement. Additionally, the bilingual family engagement liaison offers parent workshops and a GroupMe texting service to ensure effective communication with the school's diverse population.</p> <p>Overall, Chestatee Elementary has made progress in promoting a positive behavioral environment and effective communication with stakeholders. However, there is still room for improvement in enhancing teacher efficacy, boosting tiered behavioral interventions, and increasing parental engagement to support student success.</p>
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<p>What process data did you use? (examples: student participation in school activities, sports, clubs, arts; student participation in special programs such as peer mediation, counseling, skills conferences; parent/student participation in events such as college information meetings and parent workshops)</p>	<p>MTSS Data Leadership Team feedback Comprehensive Needs Assessment Master School Schedule</p>
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What does the process data tell you? (process data describes the way programs are conducted; provides evidence of participant involvement in programs; answers the question "What did you do for whom?")

Student Attendance Data

Although Chestatee student attendance rates have improved overall over the past three years (2023: 26.9%, 2022: 27.7%, 2021: 39.4%), the percentage of economically disadvantaged students missing 15 or more days a year has steadily increased (2023: 38.8%, 2022: 35.9%, 2021: 24.8%). Similarly, the percentage of students with limited English proficiency missing 15 or more days has also risen over the same period (2023: 33.6%, 2022: 23.8%, 2021: 18.8%).

Chestatee Elementary: Professional Learning and Collaboration Initiatives

Chestatee Elementary's process data reveals a strong commitment among teachers to ongoing professional development, with the goal of boosting student achievement. To build on this, teacher leaders and stakeholders have recognized the need for enhanced school-wide systems to ensure the effective implementation and monitoring of high-impact instructional practices. There is still a need for growth in this area for Chestatee. During the 2024 CNA survey the stakeholders rated Curriculum Standard 1 (Coherent Instructional Systems) as emerging. This standard states, "Uses systematic, collaborative planning processes so that teachers share an understanding of expectations, standards, curriculum, assessment, and instruction."

Enhancing Teacher Efficacy to Promote Student Achievement

Research by John Hattie shows that Collective Teacher Efficacy has a substantial effect size of 1.57 for student learning. His findings indicate that shared decision-making, problem-solving, and leadership opportunities positively impact teacher efficacy, leading to improved student outcomes. To foster this environment, Chestatee Elementary has embarked on creating a robust Professional Learning Community (PLC) system centered on collaborative teams. Each team is led by grade-level content teachers who also attend monthly school leadership meetings. These meetings provide professional development on facilitating effective collaborative team sessions and implementing practices that foster student growth.

Routine Professional Learning and Collaborative Planning

All collaborative teams at Chestatee participate in regular professional learning designed to enhance teacher efficacy and instructional practices. Tier 1 grade-level teams meet weekly to review student progress, using specific criteria and data analysis protocols. The instructional coaching team attends these meetings to provide guidance and support for effective instructional practices in response to the data analysis.

Chestatee's Core Collaborative Questions To drive instructional planning for student learning, Chestatee's collaborative teams focus on four key questions:

1. What do we want our students to know and be able to do?
2. How will we know if each student has learned it?

3. How will we respond when some students do not learn it?
4. How will we extend the learning for students who have demonstrated proficiency?

Interventions and Special Programs

The school has optimized its resources to support students needing tier 2 or tier 3 reading interventions during school-wide MTSS time. This scheduling allows students to maximize their time in the tier 1 classroom while also receiving targeted intervention for growth. Additionally, Chestatee teachers provide tier 2 interventions for identified students during daily classroom instruction. In 2023, 72% of the Chestatee students receiveing EIP services qualified for tier 2 support and 53% qualified for tier 3 support.

The 2023-24 Multi-Tiered System of Support (MTSS) collaborative team meets monthly to review Early Intervention Program (EIP) student data and assess the effectiveness of current programs/interventions and instruction. This team includes EIP teachers, the MTSS coordinator, and the instructional coaching team. Its goal is to monitor student progress, determine the success of interventions, and adjust instructional plans as needed.

From 2020-21 and 2021-22 Chestatee participated in the PETS pilot program to facilitate the identification of all gifted students, particularly students from under-represented subgroups to avoid under-serving minorities and create equity for all students. In 2022-23 Chestatee continued to use the PETS program with lower elementary students to develop critical thinking skills for all students and identify gifted learner characteristics in students.

Dyslexia Screening and Compliance with State Laws

During the 2023-24 school year, Chestatee Elementary implemented a comprehensive plan to comply with Georgia's SB48 and HB58, addressing dyslexia. A dedicated dyslexia team was formed to ensure that all students are screened for dyslexia characteristics and receive appropriate support based on further testing results starting in the 2024-25 school year. This process involves professional learning for teachers and staff focused on high-leverage dyslexia practices. All tier 1 teachers who have not previously satisfied the professional learning requirements for dyslexia instruction are participating in the Georgia State Literacy Academy course, set to be completed by July 2025.

Conclusion

Chestatee Elementary's ongoing commitment to teacher efficacy, collaborative planning, and addressing student needs demonstrates a proactive approach to enhancing student achievement. Through a combination of targeted interventions, and compliance with state laws the school is on a path toward equitable and inclusive education for all students.

What achievement data did you use?	2022 CCRPI 2023 CCRPI 2020-2021 EOG Georgia Milestones Scores (Reading and Math) 2021-2022 EOG Georgia Milestones Scores (Reading and Math) 2022-2023 EOG Georgia Milestones Scores (Reading and Math) 2021-2022 ACCESS data 2022-2023 ACCESS data 2023-2024 ACCESS data 2022-2023 Universal Screening data 2023-2024 Universal Screening data 2022-2023 ARC reading levels (IRLA) 2023-2024 ARC reading levels (IRLA)
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What does your achievement data tell you?	<p>Due to the pandemic, CCRPI data is not available for the 2020-2021 school year; therefore, as a school, we have placed emphasis on the 2022 and 2023 CCRPI data along with our Georgia Milestone Data for the past three school years (2020-21, 2021-22, 2022-2023), and Universal Screening data (Fastbridge). We also use the IRLA assessment for reading levels from the American Reading Company (ARC).</p> <p>The percentage of Chestatee students scoring at the beginning and developing levels on the ELA GMA increased by 9% from 2022 (51%) to 2023 (60%). While the percentage of students scoring at the proficient and distinguished levels on the ELA GMA decreased by 9% from 2019 (49%) to 2021 (40%).</p> <p>The percentage of Chestatee students with disabilities scoring at the beginning and developing levels on the ELA GMA increased by .69% from 2022 (68.60%) to 2021 (69.29%).</p> <p>The percentage of Chestatee English language learners scoring at the beginning and developing levels on the ELA GMA decreased by 2.59% from 2022 (81.16%) to 2023 (78.57%).</p> <p>The percentage of Chestatee economically disadvantaged students scoring at the beginning and developing levels on the ELA GMA increased by 7.36% from 2022 (68.34%) to 2023 (75.70%).</p> <p>The percentage of Chestatee students scoring at the beginning and developing levels on the Math GMA decreased by 2% from 2022 (51%) to 2023 (49%). While the percentage of students scoring at the proficient and distinguished levels on the Math GMA increased 2% from 2022 (49%) to 2023 (51%).</p> <p>The percentage of Chestatee students with disabilities scoring at the beginning and developing levels on the Math GMA increased by .95% from 2022 (63.33%) to 2023 (64.28%).</p> <p>The percentage of Chestatee English language learners scoring at the beginning and developing levels on the Math GMA decreased by 3.97% from 2022 (78.26%) to 2023 (74.29%).</p> <p>The percentage of Chestatee economically disadvantaged students scoring at the beginning and developing levels on the Math GMA increased by 2.78% from 2022 (67.68%) to 2023 (70.46%).</p> <p>The percentage of Chestatee English Learners scoring at the bridging level on the ACCESS assessment decreased by 2% from 2022(3%) to</p>
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	<p>2023 (1%).</p> <p>The percentage of Chestatee English Learners scoring at the expanding level on the ACCESS assessment decreased by 6% from 2022(26%) to 2023 (20%).</p> <p>The percentage of Chestatee English Learners scoring at the developing level on the ACCESS assessment decreased by 9% from 2022(53%) to 2023 (44%).</p> <p>The percentage of Chestatee English Learners scoring at the emerging level on the ACCESS assessment increased by 6% from 2022(12%) to 2023 (18%).</p> <p>The percentage of Chestatee English Learners scoring at the entering level on the ACCESS assessment increased by 12% from 2022(2%) to 2023 (18%).</p> <p>The 2024 Winter Universal Screening Early Reading data show that 35% of Kindergarten and First grade students combined are reading below the 20th percentile. For the same group of students, the 2024 Winter Universal Screening Early Math data show 17% below the 20th percentile. 2024 Winter Universal Screening data for aReading show that for 2nd grade through fifth grade students combined, 20% are performing below the 20th percentile. For the same group of students, the 2024 Winter Universal Screening aMath data shows 15% of 2nd grade through fifth grade students are performing below the 20th percentile.</p> <p>As of the fourth quarter, Reading levels as measured by the Independent Reading Level Assessment (IRLA) show that the overall average of students in grades K-5 reading at or above grade level is 44%.</p> <p>Beginning with the 2018-19 school year FCS began a five year roll out of instructional reading materials (American Reading Company-ARC) for kindergarten through fifth grade. Training for administrators, coaches, and teachers is included in each phase of the roll-out. Training and materials for the complete program were made available for kindergarten teachers in 2018-19. In 2019-20 the complete program was implemented in first grade and partially implemented in third grade. The following year (20-21) third grade completed the ARC implementation and second grade implemented the use of the resources while fourth and fifth grade were introduced to some of the resources with limited training. In the 2021-2022 school year, fourth grade completed the complete implementation and fifth grade continued the partial use of the resource. ARC is currently used school and district wide as the primary reading resource for grade K-5.</p> <p>CCRPI and Closing the Gaps</p> <p>The data indicates a significant need for improvements in reading and math achievement. It also highlights the necessity for continued support structures for subgroups to help close achievement gaps. Chestatee earned a 71.60 CCRPI progress score in 2022 but saw a decrease to 69.9 in 2023. This 1.7-point drop is primarily due to declining performance among economically disadvantaged students in ELA and Math on the Georgia Milestones Assessment.</p> <p>In 2023, Chestatee earned 23.7 points for closing gaps on the CCRPI. However, economically disadvantaged students fell short of the target by 4.61 points in ELA and 4.81 points in math. English Learners missed the target by 6.38 points in ELA and 3.39 points in math. Additionally, the 2023 ACCESS scores showed a decrease from 2022 in all domain</p>
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	<p>areas, including oral comprehension, speaking, listening, writing, and literacy. The lowest student performance was in writing, while the highest scores were in the listening domain on the ACCESS 2023. Conversely, students with disabilities exceeded the target in math by 1.08 points, scoring 56.86 points, but missed the target in ELA by 1.93 points.</p> <p>The decrease in ACCESS scores from 2022 to 2023 indicates a need to re-evaluate the supports in place for English Learners. On the 2023 ELA Georgia Milestones Assessment, 76.70% of economically disadvantaged students scored at the beginning or developing level, with only 24.29% performing at the proficient or distinguished level. Similarly, 78.57% of English Learners scored at the beginning or developing level, with only 21.43% reaching the proficient or distinguished level.</p>
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What demographic data did you use?	<p>Infinite Campus/SLDS GOSA K-12 Public Report Card Report PBIS SWIS Report</p>
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What does the demographic data tell you?	<p>Chestatee Elementary has a large population of students with high needs. This encompasses economically disadvantaged students, a significant special education population and English Learners. The student enrollment has remained relatively consistent over the past three years at approximately 1260 students. The student demographics have not changed significantly from 2021 to 2023. The student population has been 77% white, 16% Hispanic, and 7% other. Additionally, Chestatee has maintained a consistency in the percentage of students with disabilities (SWD) with only a 2% fluctuation from 2021(22.1%) to 2023 (20.2%). The school's percentage of Hispanic students has remained consistent, as have the numbers of English learners (EL) and students with limited English proficiency for the past three school years (2021-2023). Additionally, the percentage of students applying for and receiving free or reduced school lunches has risen, indicating an increase in economic need. In 2023 30% of students were eligible for free and reduced lunch. This is a 16% increase from 2022 (14%) as reported by GOSA. Additionally, Chestatee's October 2023 FTE revealed 42% of students were eligible for free and reduced lunch. Chestatee earned a 71.60 CCRPI progress score in 2022 but saw a decrease to 69.9 in 2023. This 1.7-point drop is primarily due to declining performance among economically disadvantaged students in ELA and Math on the Georgia Milestones Assessment. In 2023, Chestatee earned 23.7 points for closing gaps on the CCRPI. However, economically disadvantaged students fell short of the target by 4.61 points in ELA and 4.81 points in math. English Learners missed the target by 6.38 points in ELA and 3.39 points in math. Conversely, students with disabilities exceeded the target in math by 1.08 points, scoring 56.86 points, but missed the target in ELA</p>
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by 1.93 points.

Attendance Challenges:

Regular attendance has been an ongoing challenge for Chestatee. The percentage of students missing fifteen or more days of school has been increasing. In 2021, only 13.7% of students missed fifteen or more days. During the 2021-2022 school year, this number spiked to 23.8%. The trend continued into the 2022-23 school year, with 24.6% of students missing fifteen or more days of school. The Hispanic student population saw a significant increase in the percentage of students missing 15 or more days of school from 2021-22 (25.7%) to 2022-23 (35.9%).

3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.1 Strengths and Challenges Based on Trends and Patterns

Read the trends and patterns summaries from each section of the data analysis process. Use the information in these summaries to complete 3.2 and 3.3. Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.2. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths and Challenges Based on Trends and Patterns

<p>Coherent Instructional: Summarize the coherent instructional system trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths: Chestatee Elementary is structured as a Professional Learning Community (PLC) composed of collaborative teams led by teacher leaders. These teams use standardized tools and protocols to facilitate their collaborative work, fostering consistent planning and instructional strategies. In addition, specialized instructional support teams—such as those for Early Intervention Program (EIP), Interrelated Resource (IRR), and English Learners (EL)—work both as individual units and as part of a larger collaborative team to ensure students in need of support are progressing and achieving. The collaborative teams meet weekly or monthly to plan, assess, and adapt instructional strategies based on current data. The teams are guided by four key questions: What do we want students to learn? How will we know if they have learned it? How do we respond when they do not learn it? And how do we extend learning for students who already understand the material?</p> <p>Data Trends</p> <p>The reading proficiency data based on Lexile scores for the Georgia Milestones indicate a decline in student reading proficiency over a three-year span. The percentage of third-grade students with at or above grade-level Lexile scores was highest in 2021 at 57%. However, this percentage dropped to 51% in 2022 and further declined to 47% in 2023.</p> <p>While there was an increase in the percentage of students in fourth and fifth grades earning on-grade-level Lexile scores from 2021 to 2022 (fourth grade: 54% in 2022, up from 51% in 2021; fifth grade: 63% in 2022, up from 60% in 2021), there was an overall declining trend in these scores by 2023. Specifically, all grade levels taking the Georgia Milestones Assessment (GMA) experienced a decrease in the percentage of students achieving grade-level Lexile scores:</p> <ul style="list-style-type: none"> - Third grade decreased by 4% (from 51% in 2022 to 47% in 2023). - Fourth grade decreased by 14% (from 54% in 2022 to 40% in 2023). - Fifth grade decreased by 13% (from 63% in 2022 to 50% in 2023). <p>Chestatee saw a decline of 9% of students scoring proficient or above</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>on the ELA GMA from 2022(49%) to 2023 (40%). The percentage of students scoring proficient or above on the Math GMA increased during the same period by 2% from 49% of the students scoring proficient or above to 51% of the students scoring proficient or above.</p> <p>Leveraging Technology in Learning</p> <p>Chestatee's instructional approach incorporates modern technology to enhance learning across all tiers of instruction. With a combination of Bring Your Own Technology (BYOT), classroom Chromebook sets, and grade-level Chromebook carts, both students and teachers have extensive access to technology for collaboration, communication, critical thinking, and creativity. The school's use of the county's learning management system (LMS), Canvas, allows teachers to post and access daily lesson plans, while students can complete assessments, upload assignments, and engage with learning materials. A variety of educational apps are available to support student learning and research, including PebbleGo, Britannica Kids, MyOn, Nearpod, Wixie, Google Drive, Microsoft 365, and SchoolCity. Chestatee also uses technology to provide read-aloud accommodations for Tier 2 and Tier 3 students through Google's Read&Write app and Microsoft's Immersive Reader.</p> <p>Challenges:</p> <p>The collaborative teams at Chestatee Elementary meet weekly to plan for student achievement, but they face several challenges that hinder effective planning and implementation. The 2024 Comprehensive Needs Assessment (CNA) revealed that stakeholders rated 8 of the 9 instructional standards assessed by the Coherent Instructional Systems section as emerging. Key issues identified include the need for a deeper understanding of grade-level standards, comprehending foundational skill progressions, identifying high-leverage instructional practices, and using formative assessments to inform instruction.</p> <p>One major challenge is the limited time allocated for deconstructing standards and understanding the vertical skill progressions within those standards. This time constraint affects the consistency with which collaborative teams can work through the complexities of their curricula. Without a full understanding of the depth and breadth of each standard, inconsistencies arise among classrooms at the same grade level. This leads to disparities in the quality of instructional materials and assessments. Not all teachers are able to consistently select or create materials that align with the rigor of the standards, resulting in uneven academic expectations and experiences.</p> <p>Another area of concern is the implementation of effective collaboration strategies. While some teachers are able to foster academically challenging learning environments, variations exist across grade levels and classrooms. This inconsistency extends to the use of higher-order thinking skills, student engagement, and the intended rigor in</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>instructional design. Addressing these challenges is essential for ensuring uniformity in instructional quality and student outcomes across the school.</p> <p>Targeted instruction is another growth area for collaborative teams at Chestatee Elementary. Differentiating instruction to meet the diverse learning needs of students and incorporating evidence-based instructional strategies into lesson plans remains challenging for many teachers. The 2023-24 Comprehensive Needs Assessment (CNA) data indicated that Chestatee teachers were at an emergent level in providing effective feedback and using assessments to guide instructional decisions. Additionally, the 2022-23 CNA highlighted that goal setting with students and establishing an environment that empowers students to actively monitor their own progress are areas for growth among the Chestatee faculty. This inconsistency in providing feedback and adapting instruction suggests that many tier 1 students may not be receiving timely, data-driven support and interventions.</p> <p>Although Chestatee teachers collect ample assessment data across grades K-5, this data is inconsistently used to guide instructional planning for students who meet or do not meet pre-established success criteria. Teachers also underutilize daily checks for understanding and formative assessments. Furthermore, resources like School City and iReady are not consistently employed to inform instructional adjustments or support student learning. Despite teachers reflecting on their practices based on collected data, the CNA data indicated that the use of student assessment data to improve teaching practice remains a growth area.</p> <p>Overall, Chestatee's collaborative teams are working to address these challenges, but ongoing efforts are needed to ensure effective planning, rigorous instructional practices, and consistent use of assessment data to support student achievement. Addressing these areas will require focused professional development, structured collaboration time, and a commitment to leveraging assessment data to inform and improve instruction.</p>
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<p>Effective Leadership: Summarize the effective leadership trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <p>The stakeholders at Chestatee Elementary value a shared vision and mission that guide the school's operations. The administration actively seeks input from all stakeholders to create and communicate this common set of beliefs. At Chestatee, the mission is "Together we encourage growth with a love of learning," with a focus on fostering respect, responsibility, and problem-solving skills among students. To achieve this mission, Chestatee's administrators prioritize building</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>positive relationships with all stakeholders, focusing on the success of students and staff. The administration leads the Local School Council Advisory Board, meeting monthly to discuss school matters and track progress toward school improvement goals. Administrators maintain a visible presence throughout the school day, engaging regularly with students. This "open-door" approach ensures that all staff members can easily access school leaders and share their concerns or suggestions.</p> <p>The administration values teacher and staff input, developing effective systems for shared decision-making to ensure the smooth implementation of curriculum, assessment, instruction, and professional development. Under the current leadership, Chestatee has become a Professional Learning Community (PLC) consisting of collaborative teams. These teams work together to analyze student data, plan targeted instruction, and deliver content using high-leverage teaching strategies. Collaborative teams also play a key role in identifying school-wide needs and contributing to the School Improvement Plan.</p> <p>According to the 2023-24 Comprehensive Needs Assessment (CNA), stakeholders have high confidence in Chestatee's leadership. Of the four standards assessed in the CNA, four received an "exemplary" rating, eight were rated operational, and only one standard (using processes to systematically analyze data to improve student achievement) rated as "emerging." Chestatee uses data to drive not only academic instruction but also behavioral and social-emotional learning (SEL). The administration provides dedicated time for professional development, supported by instructional coaches and other school leaders. They also focus on growing teacher leaders, with the 2022-23 CNA indicating that teachers feel there are ample leadership opportunities throughout the school year and that these teacher leaders receive support, including professional development.</p> <p>Parent feedback surveys suggest that families appreciate Chestatee's efforts to address the school's needs and are pleased with the Academic Parent Teacher Team events hosted by the school. This positive feedback reinforces the school's commitment to continuous improvement and stakeholder engagement as it works toward its vision of making every child a respectful, responsible problem-solver, soaring to success.</p> <p>Challenges:</p> <p>In the 2023-24 school year, Chestatee Elementary will experience a change in leadership with the addition of a new principal and several new staff members. This transition presents both challenges and opportunities as the new leadership team integrates into the school community. The administration at Chestatee is committed to ensuring a smooth transition and maintaining a focus on teacher efficacy and a</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>culture of teacher empowerment.</p> <p>Collective efficacy, the shared belief among educators that they can significantly impact student achievement despite external challenges, remains a cornerstone of the school's approach. However, fostering this mindset and building teachers' confidence in their ability to positively influence student outcomes, regardless of outside pressures, is an ongoing task for the new leadership team.</p> <p>Another important focus for Chestatee's leadership is the consistent monitoring and implementation of the School Improvement Plan's (SIP) annual goals and action steps. This requires a dedicated and revamped approach to data analysis and a system for translating insights into effective instructional strategies. Successfully leading educators through the processes to use data to drive student achievement is a critical area for improvement.</p> <p>To address these challenges, Chestatee's leadership team is actively fostering a collaborative environment where teachers feel empowered to play a significant role in school-wide success. This includes providing professional development that strengthens teachers' skills and promotes confidence in their effectiveness. The administration recognizes that creating a supportive environment for teachers is vital to achieving the school's objectives and is dedicated to ongoing communication, training, and inclusive decision-making.</p> <p>Despite the leadership changes, Chestatee is committed to a culture of teamwork and continuous improvement. By promoting teacher collaboration and supporting professional growth, the administration aims to reinforce collective efficacy, ensuring every educator is equipped to make a positive impact on student learning.</p>
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<p>Professional Capacity: Summarize the professional capacity trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <p>Chestatee consistently enhances its professional capacity by implementing diverse learning approaches to meet the varied needs of its staff, while also aligning with the district's professional learning goals. For example, the school offers a Literacy Leaders book study group that explores current research on teaching reading in grades K-2, a math task force designed to create teacher leaders who model best practices for their grade-level colleagues, and a PBIS (Positive Behavior Interventions and Supports) task force that educates faculty and staff on positive behavior management through workshops and faculty meetings.</p> <p>The instructional coaches at Chestatee work collaboratively to address the professional development needs of the staff, guided by insights from school achievement data, district direction, and current research.</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>Using a Professional Learning Community (PLC) model, the coaches plan and deliver professional development for the school leadership team, grade-level collaborative teams, and individual teachers. Monthly leadership meetings bring together collaborative team leaders from various focus areas, including grade levels, pathways, counselors, support teachers, and administration. These meetings offer professional learning focused on instructional practices and leadership techniques to foster strong collaborative teams. Collaborative team leaders then lead weekly meetings to plan for and monitor student growth, with support from the instructional coaches. The professional learning topics cover a wide range of subjects, including best instructional practices, content-specific instruction, educational theory, and technology to support student achievement. All professional learning aligns with district goals, school improvement goals, and student needs identified through formative data.</p> <p>By strengthening the work within Collaborative Teams, Chestatee's teacher leaders guide their colleagues in identifying essential standards, success criteria, and learning targets. They also work to develop specific and measurable formative assessments and analyze data to drive future instruction. As this Collaborative Team model evolves, reflection plays a crucial role. Leaders are encouraged to reflect on the strategies they use with their teams and to model for teachers the value of using concrete data to plan future actions. This approach allows teachers to focus collectively on shared goals and growth while consistently providing feedback to students.</p> <p>Chestatee fosters family engagement through various opportunities throughout the school year, aiming to build relationships and capacity with parents and families. Parents, students, and teachers collaborate to set and work toward math and ELA goals during the academic year. Four specific meetings are held to provide parents with feedback, progress reports, and materials such as games and activities to practice the skills. These meetings are designed to be fun and family-oriented while delivering valuable educational information. The objective is to empower parents with the skills, knowledge, and materials they need to support their children's success at home. Chestatee uses the Academic Parent Teacher Team structure as a model for parent engagement.</p> <p>In the 2023-24 school year, Chestatee has sought to align its building-level professional learning (PL) more closely with the district's professional learning goals and opportunities. Each grade level participated in district-level PL for math instruction, focusing on the implementation of the Eureka math curriculum. By involving all teachers in the PL sessions, Chestatee ensured that no single teacher was responsible for attending and redelivering the information. This effort was supported by the instructional coaching staff. Additionally, kindergarten through third-grade teachers participated in foundational reading PL based on the Science of Reading research. This</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>professional learning was delivered through a cohort model, with teacher leaders and coaches sharing information at the school level. This approach underscores Chestatee's commitment to providing comprehensive and aligned professional learning to support both teachers and students.</p> <p>Challenges:</p> <p>In the 2023-24 school year, Chestatee Elementary, along with all Forsyth County Schools, introduced several new teacher resources, including Canvas, Eureka Math, foundational practices from the Science of Reading, and Educlimber. These additions bring significant changes for teachers, presenting both opportunities and challenges. One major challenge is the limited access to content-specific professional development and best instructional practices. Teachers need structured support to effectively collaborate and plan for instruction and assessment based on formative and summative data. While collaborative teams have made notable progress, there remains a need for focused professional development dedicated to planning and implementing effective instructional practices.</p> <p>Data indicates a significant need for improvements in reading and math achievement. Chestatee's CCRPI progress score decreased from 71.60 in 2022 to 69.9 in 2023, primarily due to declining performance among economically disadvantaged students in ELA and Math on the Georgia Milestones Assessment. In 2023, Chestatee earned 23.7 points for closing gaps on the CCRPI, but economically disadvantaged students fell short of the target by 4.61 points in ELA and 4.81 points in math. English Learners missed the target by 6.38 points in ELA and 3.39 points in math. Additionally, the 2023 ACCESS scores showed a decrease from 2022 in all domain areas, including oral comprehension, speaking, listening, writing, and literacy. The lowest student performance was in writing, while the highest scores were in the listening domain on the ACCESS 2023. Conversely, students with disabilities exceeded the target in math by 1.08 points but missed the target in ELA by 1.93 points. The decrease in ACCESS scores from 2022 to 2023 indicates a need to re-evaluate supports for English Learners. On the 2023 ELA Georgia Milestones Assessment, 76.70% of economically disadvantaged students scored at the beginning or developing level, with only 24.29% performing at the proficient or distinguished level. Similarly, 78.57% of English Learners scored at the beginning or developing level, with only 21.43% reaching the proficient or distinguished level.</p> <p>To create a more equitable approach to professional development, it is crucial to provide tailored support based on teachers' varying levels of experience and professional capacity. Teachers new to grade levels, content areas, or special education roles (such as EIP, IRR, and EL) are often paired with experienced colleagues to serve as mentors and</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>may attend induction training programs. However, these mentorship programs have shown limitations in effectiveness. Mentors often lack the training, time, and resources required to adequately support less experienced teachers. Additionally, these programs may not be closely aligned with broader school-wide professional development goals.</p> <p>Overall, the data underscores the need to focus on raising achievement levels, particularly among specific subgroups, and continue strengthening tiered interventions to support student growth and success. A significant challenge for Chestatee is addressing disproportionality in the identification of minority students for support services, especially in relation to the school's Hispanic and English Learner demographic profile. This issue highlights a broader need to build teacher capacity around the learning characteristics and needs of minority learners. During the 2023-24 school year, student progress in these subgroups was limited, underscoring the need for further attention and dedicated training.</p> <p>Addressing these challenges requires a comprehensive approach to professional development that supports teachers in recognizing and addressing the unique needs of their student population. By improving the quality of professional knowledge and instructional strategies, Chestatee can work toward creating a more equitable learning environment for all students.</p>
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<p>Family and Community Engagement: Summarize the family and community engagement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths: Chestatee Elementary is renowned for its welcoming and family-friendly atmosphere, fostering strong partnerships between staff and families. The school offers numerous opportunities for parental involvement, creating a sense of community that gives Chestatee a "small-town" and "family" feel. Staff members make a concerted effort to learn the names of both students and parents, and teachers often go above and beyond to maintain connections with families, even after their children have moved on to other classrooms.</p> <p>Families are encouraged to attend a range of events, including in-person and virtual APTT (Academic Parent Teacher Team) Family Engagement Nights, parent-teacher conferences, and PTO (Parent Teacher Organization) events throughout the school year. The PTO plays a pivotal role in promoting inclusivity and organizing events that bring families together. Chestatee's collaboration with neighboring middle and high schools creates additional opportunities for students and staff. High school students contribute through internships, volunteer work, and other community events, while middle school drama and chorus students support Chestatee's fine arts program by assisting with theater productions. This vertical partnership among schools has sparked excitement among students and parents alike,</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>fostering a shared sense of community and belonging. Additionally, Chestatee offers an online book club for parents, covering high-interest topics by best-selling authors. The Watch D.O.G.S. (Dads of Great Students) program encourages fathers to volunteer and become involved with Chestatee's teachers and students.</p> <p>Chestatee employs a family engagement coordinator to foster relationships and involve families in their child's education. This comprehensive support system reflects Chestatee's commitment to creating a strong social-emotional learning environment, which benefits not only students but also their families. This approach contributes to higher engagement levels because families feel cared for, welcomed, and supported—motivating them to reciprocate by supporting the school. Chestatee's emphasis on community, collaboration, and support reinforces its reputation as a school where partnerships between staff and families thrive, creating an inclusive environment for everyone.</p> <p>Challenges:</p> <p>While Chestatee Elementary excels at creating a welcoming and nurturing environment for families, there is a need to further build families' capacity to support their children's academic development at home. Currently, the school holds family engagement events three times a year, alongside a parent-teacher conference, both virtually and in-person. Chestatee aims to provide parents with more detailed information about their child's progress in reading and math, including a breakdown of specific skill areas. The goal is to offer activities and strategies tailored to each student's proficiency level, allowing families to continue supporting their children's growth even if they have already mastered certain grade-level skills. Despite these efforts, the 2023 Comprehensive Needs Assessment (CNA) indicated that while Chestatee's Family Engagement Nights are operational in terms of frequency and participation, there's room for improvement in Standard 5: Developing the capacity of families to use support strategies at home to enhance academic achievement.</p> <p>Furthermore, Chestatee Elementary faces significant challenges in supporting its students and their families. The school needs to work on connecting families with community agencies and resources to meet a variety of needs. The counseling department is making efforts to ensure families have access to essentials such as food, clothing, and technology to support both basic and academic needs at home. Additionally, the public library's Bookmobile visits the school to offer families a chance to check out books and other materials, fostering a love of reading and providing educational resources that are otherwise hard to access. Despite these efforts, the school continues to grapple with closing the achievement gaps and addressing the holistic needs of</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>its diverse student population.</p> <p>Attendance at these events is strong at the beginning of the year but tends to decline as the school year progresses. Feedback from stakeholders suggests that offering more in-person sessions would be well-received by parents and families, potentially boosting engagement throughout the year.</p> <p>Another challenge is overcoming the language barrier that affects communication between teachers and parents, particularly for families with English Learner (EL) children. Many parents struggle with English, complicating verbal and written communication about student needs. To bridge this gap, Chestatee is considering expanding translation services, focusing primarily on Spanish, to facilitate better communication between parents and teachers.</p> <p>In summary, while Chestatee Elementary excels in creating a warm and welcoming environment, there is a need to enhance family engagement by developing effective strategies to support academic achievement at home and expanding services to connect families with community resources. By addressing these challenges and implementing stakeholder suggestions, the school aims to strengthen partnerships with families and support every student's success.</p>
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<p>Supportive Learning Environment: Summarize the supportive learning environment trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <p>Chestatee Elementary offers a supportive and well-managed learning environment, prioritizing safety and orderliness for both students and staff. As a PBIS (Positive Behavior Interventions and Supports) school, Chestatee focuses on positive reinforcement to develop, communicate, implement, practice, and maintain consistent behavioral expectations. These rules and procedures are regularly monitored by the PBIS Task Force and revised as needed to ensure their effectiveness. Common behavioral expectations are established throughout the school, prominently displayed, and consistently referenced by staff using a shared language. A PBIS Teacher Leader Committee meets monthly to train faculty and staff and to monitor the fidelity of PBIS initiatives. Behavioral observations and data are collected through the School-Wide Information System (SWIS) referral system. This data is analyzed to create instructional plans that address students' social-emotional needs and provide appropriate support.</p> <p>Regular training in Social Emotional Learning (SEL) is provided for both staff and students, covering topics like mindfulness, mentoring, problem-solving, anxiety management, and conflict resolution. Each week, students participate in SEL lessons to promote self-awareness, positive attitudes, growth mindset, and empathy toward others. Some</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>teachers have incorporated daily classroom meetings and mindfulness practices to further strengthen classroom communities and support self-regulation. Chestatee also recognizes and celebrates students who exemplify positive behavior through "Higher Flyer" celebrations. Additionally, staff and students participated in the East Vertical Cluster Acknowledgement Awards Night to honor students and teachers who positively impact the school community through connection, collaboration, and care.</p> <p>The leadership and faculty, in partnership with parents and the community, have created a culture of trust and respect that encourages positive interactions and fosters a sense of community pride. Chestatee benefits from an active Parent Teacher Organization (PTO) that collaborates closely with the administration to strengthen the relationship between home and school. Community events sponsored by the district, such as "The Duck Dive for Education," which supports teacher grants, and the BYOT iRUN, contribute to the positive interaction between the school and the broader community. Chestatee also has several business partnerships with nearby organizations, furthering its connection to the local community.</p> <p>Chestatee uses a Multi-Tiered System of Support (MTSS) universal screening process to identify students at risk three times a year. Qualified students with academic needs receive support through the Early Intervention Program (EIP), English Learners (EL), and Special Education (SPED) programs. By implementing these comprehensive support structures, Chestatee continues to create a nurturing environment where students and staff can thrive.</p> <p>Challenges:</p> <p>The 2023 comprehensive needs assessment revealed a perception among stakeholders that "Some teachers create an academically challenging learning environment" is more accurate than "Nearly all teachers." Additionally, the 2023-24 Comprehensive Needs Assessment (CNA) indicated that instructional practices were rated by stakeholders as being in the emerging phase. Chestatee Elementary aims to achieve an exemplary level in providing an academically challenging environment for all students. However, a common issue is that critical reasoning and high-level questioning strategies are often reserved for students performing above grade level, while lower-performing students receive fewer opportunities to engage in higher-order thinking tasks. This practice can lead to lowered expectations and create inequities.</p> <p>Another area for improvement is the inconsistency in teaching students to set goals, monitor their own academic progress, solve problems, and manage time effectively. While Chestatee is continuously working toward creating learning environments that empower students to take</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>an active role in their academic growth, there is still significant room for development.</p> <p>The data indicates a substantial need for improvements in reading and math achievement, as well as the necessity for continued support structures for subgroups to help close achievement gaps. Chestatee earned a 71.60 CCRPI progress score in 2022 but saw a decrease to 69.9 in 2023. This 1.7-point drop is primarily due to declining performance among economically disadvantaged students in ELA and Math on the Georgia Milestones Assessment. In 2023, Chestatee earned 23.7 points for closing gaps on the CCRPI. However, economically disadvantaged students fell short of the target by 4.61 points in ELA and 4.81 points in math. English Learners missed the target by 6.38 points in ELA and 3.39 points in math. Conversely, students with disabilities exceeded the target in math by 1.08 points, scoring 56.86 points, but missed the target in ELA by 1.93 points.</p> <p>The decrease in ACCESS scores from 2022 to 2023 indicates a need to re-evaluate the supports in place for English Learners. On the 2023 ELA Georgia Milestones Assessment, 76.70% of economically disadvantaged students scored at the beginning or developing level, with only 24.29% performing at the proficient or distinguished level. Similarly, 78.57% of English Learners scored at the beginning or developing level, with only 21.43% reaching the proficient or distinguished level.</p> <p>An additional challenge for Chestatee is improving attendance rates. In 2022-23, 24.6% of students missed 15 or more days of school, compared to only 13.7% in 2020. Economically disadvantaged students and students with disabilities had the highest representation among those with excessive absences, signaling a need to address the underlying causes of absenteeism.</p> <p>Addressing these challenges requires a multi-faceted approach, including providing teachers with the tools to foster an academically challenging environment for all students and ensuring equitable access to critical thinking opportunities. Improving attendance rates will also necessitate targeted interventions and support for at-risk groups.</p> <p>Chestatee is committed to addressing these areas to create a more inclusive, challenging, and supportive learning environment.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Demographic and Financial: Summarize the demographic and financial trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths:</p> <p>As part of the East High School cluster, Chestatee Elementary fosters partnerships with other schools in the cluster to promote social and academic connections. For example, families participate in monthly East Cluster Family Nights, biannual festivals at the high school, and various sporting events with other schools in the cluster.</p> <p>Chestatee's connection to the community has expanded opportunities to collaborate with additional business partners such as Warbington Farms, the Bagwell Foundation, and Browns Bridge Church. These partnerships provide support in various ways, including supplying food and clothing to students and arranging transportation for parents to attend school events. This support network plays a crucial role in ensuring that Chestatee students have access to resources that meet their basic needs, allowing them to focus on learning and growing in a supportive community.</p> <p>Through these partnerships and community-focused events, Chestatee reinforces its commitment to creating an inclusive environment where all students can thrive. The school's efforts to build strong relationships with families, businesses, and other schools in the cluster contribute to a cohesive community that values diversity, collaboration, and shared success.</p> <p>Challenges:</p> <p>Chestatee Elementary faces demographic challenges centered around ensuring that staff receive sufficient professional development to cultivate culturally responsive classrooms that cater to the needs of our Hispanic student population. One significant hurdle is the recruitment of qualified Spanish-speaking personnel who can effectively engage with English Learner (EL) families and encourage their participation in educational activities. With over 42% of Chestatee's student body classified as economically disadvantaged, there's a pressing demand for comprehensive services that extend beyond academic assistance. These services may encompass translation support, aid for basic necessities, counseling, transportation, childcare, behavioral interventions, and parental education. However, meeting these multifaceted needs entails additional staffing and resources, which are currently lacking in funding.</p> <p>Equipping both staff and parents with the necessary training to support these demographic subgroups is imperative for Chestatee's progress. While the school is actively cultivating partnerships with local businesses and community organizations to address these challenges, greater investment in dedicated resources and specialized personnel is indispensable for making a substantial difference. As Chestatee continues to evolve the establishment of a robust support network for all students remains paramount.</p>
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Strengths and Challenges Based on Trends and Patterns

<p>Student Achievement: Summarize the student achievement trends and patterns observed by the team while completing this section of the report. What are the important trends and patterns that will support the identification of student, teacher, and leader needs?</p>	<p>Strengths</p> <p>The 2022-23 Georgia Milestone Assessments show an improvement in math scores at Chestatee Elementary. The percentage of students achieving on-level or above on math GMA increased from 49% in 2022 to 51% in 2023. This improvement contributed to Chestatee outperforming the state average in Mathematics assessments in 2023. The state percentage of students achieving proficient or distinguished for ELA proficiency was 38%, while Chestatee achieved 40%; for Mathematics, the state was 39%, with Chesatee reaching 51%.</p> <p>Georgia Milestones ELA and Math data organized by grade level:</p> <p>ELA (2021-23)</p> <p>Spring 2023:</p> <ul style="list-style-type: none"> - 3rd grade: 42% Proficient and Distinguished, 25.3% Developing, 32.8% Beginning. - 4th grade: 36.4% Proficient and Distinguished, 32.1% Developing, 31.6% Beginning. - 5th grade: 43.5% Proficient and Distinguished, 37.1% Developing, 19.3% Beginning. <p>Spring 2022:</p> <ul style="list-style-type: none"> - 3rd grade: 46% Proficient and Distinguished, 23.2% Developing, 30.8% Beginning. - 4th grade: 47.1% Proficient and Distinguished, 31.4% Developing, 21.6% Beginning. - 5th grade: 53.9% Proficient and Distinguished, 32.1% Developing, 14% Beginning. <p>-Spring 2021:</p> <ul style="list-style-type: none"> - 3rd grade: 45.1% Proficient and Distinguished, 29.7% Developing, 25.1% Beginning. - 4th grade: 42.6% Proficient and Distinguished, 39.5% Developing, 17.9% Beginning. - 5th grade: 42.7% Proficient and Distinguished, 35.9% Developing, 21.4% Beginning. <p>Math (2021-23)</p> <p>Spring 2023:</p> <ul style="list-style-type: none"> - 3rd grade: 54.6% Proficient and Distinguished, 31% Developing, 14.4% Beginning. - 4th grade: 50.2% Proficient and Distinguished, 33.2% Developing, 16.6% Beginning. - 5th grade: 48.5% Proficient and Distinguished, 27.7% Developing, 23.8% Beginning. <p>Spring 2022:</p> <ul style="list-style-type: none"> - 3rd grade: 49.3% Proficient and Distinguished, 37% Developing, 13.3% Beginning. - 4th grade: 51% Proficient and Distinguished, 36.1% Developing, 12.9% Beginning. - 5th grade: 47.4% Proficient and Distinguished, 36.5% Developing,

Strengths and Challenges Based on Trends and Patterns

	<p>16.1% Beginning. Spring 2021: - 3rd grade: 448.8% Proficient and Distinguished, 36.9% Developing, 14.4% Beginning. - 4th grade: 47.2% Proficient and Distinguished, 37.3% Developing, 15.5% Beginning. - 5th grade: 42.4% Proficient and Distinguished, 31.9% Developing, 25.7% Beginning.</p> <p>Challenges</p> <p>The 2023 GA Milestones ELA scores for third grade reported only 42% of Chestatee students scored Proficient and Distinguished with Developing at 25.3% and Beginning Learner at 32.8%. The GA Milestones ELA scores for fourth grade reported 36.4% of Chestatee students scored Proficient and Distinguished with Developing at 32.1% and Beginning Learner at 31.6%. The GA Milestones ELA scores for fifth grade reported 43.5% of Chestatee students scored Proficient and Distinguished with Developing at 37.1% and Beginning Learner at 19.3%. When looking at multiple years we see the trend of less students at Beginning Learner as they progress from 3rd-5th grade. We surmise that the processes we have in place with scheduling, EIP, SE and EL support, along with teacher differentiation closes some of the gap but there is still much improvement needed with over 50 % of the student population not proficient as measured by the ELA GMA.</p> <p>The 2023 GA Milestones math scores for third grade reported only 54.6% of Chestatee students scored Proficient and Distinguished with Developing at 31% and Beginning Learner at 14.4%. The GA Milestones Math scores for fourth grade reported 50.2% of Chestatee students scored Proficient and Distinguished with Developing at 33.2% and Beginning Learner at 16.2%. The GA Milestones Math scores for fifth grade reported 48.5% of Chestatee students scored Proficient and Distinguished with Developing at 27.7% and Beginning Learner at 23.8%.</p> <p>The schoolwide data indicates a significant need for improvements in reading and math achievement. It also highlights the necessity for continued support structures for subgroups to help close achievement gaps. Chestatee earned a 71.60 CCRPI progress score in 2022 but saw a decrease to 69.9 in 2023. This 1.7-point drop is primarily due to declining performance among economically disadvantaged students in ELA and Math on the Georgia Milestones Assessment.</p> <p>In 2023, Chestatee earned 23.7 points for closing gaps on the CCRPI. However, economically disadvantaged students fell short of the target by 4.61 points in ELA and 4.81 points in math. English Learners missed the target by 6.38 points in ELA and 3.39 points in math. Conversely, students with disabilities exceeded the target in math by 1.08 points, scoring 56.86 points, but missed the target in ELA by 1.93 points.</p> <p>The decrease in ACCESS scores from 2022 to 2023 indicates a need to re-evaluate the supports in place for English Learners. .On the 2023</p>
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Strengths and Challenges Based on Trends and Patterns

	<p>ELA Georgia Milestones Assessment, 76.70% of economically disadvantaged students scored at the beginning or developing level, with only 24.29% performing at the proficient or distinguished level. Similarly, 78.57% of English Learners scored at the beginning or developing level, with only 21.43% reaching the proficient or distinguished level.</p> <p>Summary: Overall, the data underscores a pressing need for improvement in reading and math achievement across our student body. It also highlights the importance of continued support for our subgroups to bridge existing gaps in performance. While there has been notable progress among our students with disabilities (SWD) in mathematics, they continue to face challenges in English Language Arts (ELA), as evidenced by concerning indicators on the CCRPI report. Similarly, economically disadvantaged students and English Language Learners (ELL) have received red flags on the CCRPI, indicating insufficient progress towards our target goals.</p> <p>Ensuring quality instruction and maintaining high expectations are paramount for these student groups, necessitating a more tailored approach to meet their individual needs. Support teachers must take a proactive role with their caseloads, adhering closely to the FCSS Instructional Framework by meticulously planning, teaching, monitoring, and reflecting on their practices. The downward trends observed among EL students, particularly in ELA and math, underscore the urgency of our response.</p> <p>Collaborative team planning offers a valuable opportunity for teachers to work together, leveraging best practices with the support of coaches and administrators. It is imperative to involve support staff in these collaborative efforts to ensure consistency in instruction for ELL, economically disadvantaged, and SWD students. Moreover, addressing behavioral challenges that disrupt the learning environment, particularly among students with severe behavioral issues, remains a priority. Support staff, equipped with training in Social Emotional Learning (SEL), have been pivotal in tackling this issue and fostering a more conducive learning environment.</p> <p>Additionally, there is a crucial need for parent education to empower families to provide academic support at home. By equipping parents with the necessary tools and strategies, we can enhance the educational experience for all students and strengthen the home-school partnership.</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

Strengths	<p>Special Education (SPED)</p> <p>Chestatee's Elementary's special education services include resource and inclusion classes, with a co-teaching model implemented in inclusion classrooms. The Special Education (SE) collaborative team, led by teacher leaders, monitors progress for all Tier 3 students, tracking data to guide student achievement and align interventions with Individualized Education Program (IEP) goals. The district's SE facilitator supports the school's collaborative team by reviewing IEPs, ensuring appropriate placements, and providing personalized guidance to case managers. The SE collaborative team members also serve on the school's leadership team and facilitate weekly collaborative meetings for all SE teachers.</p> <p>Chestatee is equipped with a fully functional sensory room and a sensory path to support SE students. Additionally, each classroom has a designated cool-down spot where students can de-escalate if needed. The SE department offers professional development for the faculty on de-escalation techniques, the use of break boxes, and setting up cool-down spots to help manage behavioral challenges. IRR teachers are trained in mindfulness and de-escalation techniques.</p> <p>English Learners (EL)</p> <p>The EL team uses a resource model to support students. EL teachers collaborate to plan and implement Sheltered Instruction Observation Protocol (SIOP) strategies into Tier 1 instruction, while Tier 2 and Tier 3 interventions are delivered in small groups during the Multi-Tiered System of Supports (MTSS) sessions. Newcomer supports are provided for students with limited English proficiency, allowing them to meet weekly and develop conversational language skills.</p> <p>Economically Disadvantaged (ED)</p> <p>Chestatee partners with Browns Bridge Church to provide food, clothing, and supplies for students in need. This partnership also offers scholarships for economically disadvantaged students to cover costs for field trips, after-school care, local parks and recreation activities, and summer camps. The East Vertical Cluster Schools collaborate to offer parent and family support, hosting events like the East Cluster itsLearning Technology Night and in-person gatherings such as Trunk or Treat and Field Day, fostering a sense of community and providing additional support for families. These comprehensive programs demonstrate Chestatee's commitment to supporting a diverse student</p>
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NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	population and fostering an inclusive learning environment. The school's approach to special education, EL, and economically disadvantaged students ensures that all students have access to the resources and support they need to thrive.
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Challenges	<p>Special Education (SPED)</p> <p>A significant proportion of special education students at Chestatee scored at the beginning or developing levels on the 2023 ELA and Math GMA assessments in content mastery. Specifically, only 30.17% of special education students achieved proficiency or higher in ELA, while 35.72% reached this level in math. Although this subgroup met the closing the gaps target in math, only 35.72% demonstrated content mastery.</p> <p>English Learners (EL)</p> <p>The schoolwide data indicates a significant need for improvements in reading and math achievement. It also highlights the necessity for continued support structures for subgroups to help close achievement gaps. Chestatee earned a 71.60 CCRPI progress score in 2022 but saw a decrease to 69.9 in 2023. This 1.7-point drop is primarily due to declining performance among economically disadvantaged students in ELA and Math on the Georgia Milestones Assessment.</p> <p>In 2023, Chestatee earned 23.7 points for closing gaps on the CCRPI. However, economically disadvantaged students fell short of the target by 4.61 points in ELA and 4.81 points in math. English Learners missed the target by 6.38 points in ELA and 3.39 points in math. Conversely, students with disabilities exceeded the target in math by 1.08 points, scoring 56.86 points, but missed the target in ELA by 1.93 points.</p> <p>The decrease in ACCESS scores from 2022 to 2023 indicates a need to re-evaluate the supports in place for English Learners. On the 2023 ELA Georgia Milestones Assessment, 76.70% of economically disadvantaged students scored at the beginning or developing level, with only 24.29% performing at the proficient or distinguished level. Similarly, 78.57% of English Learners scored at the beginning or developing level, with only 21.43% reaching the proficient or distinguished level.</p> <p>One contributing factor is the inconsistency in using Sheltered</p>
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IDEA – Special Education, Economically Disadvantaged Children, and English Learners.

Using the summaries in 3.1 and other local data, describe the strengths and challenges or answer the guiding questions for each program. Include strengths and challenges related to: a) general program implementation, and b) students and adults involved in or affected by the program. Focus on strengths and challenges that will assist in the identification of needs during 3.3. Watch the [Identifying Need webinar](#) for additional information and guidance.

	<p>Instruction Observation Protocol (SIOP) strategies in Tier 1 classrooms. Many teachers lack a deep understanding of the specific challenges facing EL students and the high-leverage strategies needed to address them. This can result in EL students not reaching the same high achievement expectations as their peers. Additionally, cultural barriers and a lack of background knowledge can lead to misunderstandings in educating EL students in general education settings. Communication with the EL population remains a significant challenge, impacting the school's ability to form cohesive partnerships with EL families. This barrier complicates efforts to engage parents and ensure they are informed about educational opportunities and school resources.</p> <p>Economically Disadvantaged (ED) Students in the economically disadvantaged subgroup struggle with regular school attendance. Many of these students exhibit chronic tardiness and absenteeism, which can negatively impact academic achievement. Efforts to support economically disadvantaged families are hampered by communication and connection issues, making it difficult for Chesatee to consistently provide information about available resources and services. This inconsistency affects the school's ability to address the unique needs of this subgroup. Given these challenges, Chesatee is focused on addressing the specific needs of each subgroup, improving instructional practices, enhancing communication, and providing additional resources to ensure all students have equal opportunities to succeed.</p> <p>One contributing factor is the inconsistency in using Sheltered Instruction Observation Protocol (SIOP) strategies in Tier 1 classrooms. Many teachers lack a deep understanding of the specific challenges facing ED students and the high-leverage strategies needed to address them. This can result in ED students not reaching the same high achievement expectations as their peers. Additionally, cultural barriers and a lack of background knowledge can lead to misunderstandings in educating ED students in general education settings.</p>
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.2 Identification and Prioritization of Overarching Needs

Use the results of 3.1 to identify the overarching needs of the LEA. Determine the priority order of the identified needs based on data, team member and stakeholder knowledge, and answers to questions in the table below. Be sure to address the major program challenges identified in 3.1. Watch the [Identifying Need webinar](#) for additional information and guidance.

Overarching Need # 1

Overarching Need	Improve student achievement and proficiency in ELA/Reading as measured by Georgia Milestones ELA EOG (3rd-5th grades)
How severe is the need?	High
Is the need trending better or worse over time?	Worse
Can Root Causes be Identified?	Yes
Priority Order	1

Additional Considerations	From 2022-23 to 2023-24, the Georgia Milestones Assessment scores in ELA have shown an overall decline in the percentage of students scoring at the proficient and distinguished levels by 8.4%. The most significant change was a 6.4% decrease in the number of students scoring at the proficient level. Additionally, the percentage of students scoring at the beginning level increased by 5.3% for grades 3-5. The percentage of students scoring at the distinguished level (11.2%) remained unchanged.
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Overarching Need # 2

Overarching Need	Improve student achievement in Math in grades K-5 as measured by the Georgia Milestone Assessment EOG (3rd-5th)
How severe is the need?	High
Is the need trending better or worse over time?	Better
Can Root Causes be Identified?	Yes
Priority Order	2

Additional Considerations	From 2022-23 to 2023-24, the Math Georgia Milestones Assessment scores showed a slight increase of 1.7% in the percentage of students scoring at the proficient or distinguished levels. In 2022-23, 50.9% of students scored at these levels, up from 49.2% in 2021-22. However, there was also a 4.4% increase in the
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Overarching Need # 2

Additional Considerations	percentage of students scoring at the beginning level during this same period.
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3. NEEDS IDENTIFICATION AND ROOT CAUSE ANALYSIS

3.3 Root Cause Analysis

Select the top 2-4 overarching needs from 3.2. Conduct a separate root cause analysis (RCA) for each need. Any RCA tools and resources can be used, but suggestions are available as part of the [Identifying Need webinar](#). After describing the RCA process, complete a table for each selected overarching need.

Overarching Need - Improve student achievement and proficiency in ELA/Reading as measured by Georgia Milestones ELA EOG (3rd-5th grades)

Root Cause # 1

Root Causes to be Addressed	Teachers have emerging or limited knowledge and skill of the application of the Science of Reading to help SE, EL, and tier 1 students that read significantly below grade level.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Reading achievement and growth is low because limited professional learning has been dedicated to foundational reading for teachers in the upper elementary grades.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes

Root Cause # 2

Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Reading achievement and growth is low because teachers have been given inconsistent or limited professional learning dedicated to SIOP strategies and the use of multi-modality instruction in literacy for struggling readers and English Learners.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment Others :

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Reading achievement is low due to insufficient time available each week to plan targeted lessons based on formative data.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Reading achievement and growth are low due to the collaborative teams using ineffective systems for data collection to identify students with gaps in reading skills, along with infrequent monitoring of students performing below grade level.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Overarching Need - Improve student achievement in Math in grades K-5 as measured by the Georgia Milestone Assessment EOG (3rd-5th)

Root Cause # 1

Root Causes to be Addressed	Math achievement and growth are low because students lack the prerequisite foundational number sense and fluency skills needed at each grade level, which is due to teachers not being trained to teach flexible strategies.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 2

Root Causes to be Addressed	Math achievement and growth are low because teachers are not trained in implementing high-leverage practices to support students with learning gaps identified through formative and benchmark assessments.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Root Cause # 2

Additional Responses	
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Root Cause # 3

Root Causes to be Addressed	Math achievement and growth are low because teachers have ineffective support in designing math instruction related to problem solving and productive struggle
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 4

Root Causes to be Addressed	Math achievement and growth are low because teachers have ineffective training in the use of timely and specific feedback to advance students' mathematical thinking.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title I, Part D - Programs for Neglected or Delinquent Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth

Root Cause # 4

Impacted Programs	Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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Root Cause # 5

Root Causes to be Addressed	Math achievement and growth are low because teachers are not provided an effective framework in order to schedule a variety of learning opportunities within the math instructional block to maximize student gains.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment

Additional Responses	
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Root Cause # 6

Root Causes to be Addressed	Math achievement and growth are low because teachers are not trained to provide students opportunities to develop higher order thinking, show their reasoning, and explain their thinking in multiple formats.
This is a root cause and not a contributing cause or symptom	Yes
This is something we can affect	Yes
Impacted Programs	IDEA - Special Education School and District Effectiveness

Root Cause # 6

Impacted Programs	Title I - Part A - Improving Academic Achievement of Disadvantaged Title I, Part A - Foster Care Program Title I, Part A - Parent and Family Engagement Program Title I, Part C - Education of Migratory Children Title III - Language Instruction for English Learners and Immigrant Students Title IX, Part A - McKinney-Vento Education for Homeless Children and Youth Program Title IV, Part A - Student Support and Academic Enrichment
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Additional Responses	
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School Improvement Plan 2024 - 2025



Forsyth County
Chestatee Elementary

SCHOOL IMPROVEMENT PLAN

1 General Improvement Plan Information

General Improvement Plan Information

District	Forsyth County
School Name	Chestatee Elementary
Team Lead	Beth Perryman
Federal Funding Options to Be Employed (SWP Schools) in this Plan (Select all that apply)	Traditional funding (Federal funds budgeted separately)

Factors(s) Used by District to Identify Students in Poverty (Select all that apply)	
<input checked="" type="checkbox"/>	Free/Reduced meal application
<input type="checkbox"/>	Community Eligibility Program (CEP) - Direct Certification ONLY
<input type="checkbox"/>	Other (if selected, please describe below)

2. SCHOOL IMPROVEMENT GOALS

2.1 Overarching Need # 1

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement and proficiency in ELA/Reading as measured by Georgia Milestones ELA EOG (3rd-5th grades)
Root Cause # 1	Teachers have emerging or limited knowledge and skill of the application of the Science of Reading to help SE, EL, and tier 1 students that read significantly below grade level.
Root Cause # 2	Reading achievement and growth is low because limited professional learning has been dedicated to foundational reading for teachers in the upper elementary grades.
Root Cause # 3	Reading achievement and growth is low because teachers have been given inconsistent or limited professional learning dedicated to SIOP strategies and the use of multi-modality instruction in literacy for struggling readers and English Learners.
Root Cause # 4	Reading achievement is low due to insufficient time available each week to plan targeted lessons based on formative data.
Root Cause # 5	Reading achievement and growth are low due to the collaborative teams using ineffective systems for data collection to identify students with gaps in reading skills, along with infrequent monitoring of students performing below grade level.
Goal	Chestatee will improve student achievement in ELA/Reading as measured by the Georgia Milestone Assessment in grades 3rd-5th. The percentage of 3rd-5th students scoring at the proficient level or above on the ELA/GMA will increase from 40% (Spring 2023) to 50% (Spring 2025).

Action Step # 1

Action Step	<p>Collaborative Teams: K-5 Collaborative Teams will meet weekly to plan quality, differentiated instruction based on the 4 guiding questions of the PLC:</p> <p>What is it we want our students to know and be able to do?</p> <p>How will we know if each student has learned it?</p> <p>How will we respond when some students do not learn it?</p> <p>How will we extend the learning for students who have demonstrated proficiency?</p> <p>Professional development will support collaborative team leaders in facilitating their CT and team members in regards to deconstructing standards, planning for assessment, analyzing data and planning for high impact instruction. Coaches will work with collaborative teams to cultivate collective efficacy and continue professional learning and growth towards becoming highly effective collaborative teams.</p>
Funding Sources	Title I, Part A N/A

Action Step # 1

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School Calendar Meeting Agenda
Method for Monitoring Effectiveness	Student achievement data from completed assesement cycles in response to one or more of the 4 PLC questions for Collaborative Teams(LOGIC)
Position/Role Responsible	Instructional Leadership Team Collaborative Team Leaders Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Teachers will participate in professional learning of high leverage instructional strategies for engagement (SIOP), feedback, rigor, and student autonomy, as well as best practices in ELA instruction. The professional learning will include training for the use of instructional resources for literacy instruction as well as instructional resources related to best practice and pedagogy.
Funding Sources	Title I, Part A Title II, Part A Title III, Part A

Action Step # 2

Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School and District calendar including professional learning schedule
Method for Monitoring Effectiveness	Evidence of high leverage strategies will be visible in CT collaboration documents and observable in daily instruction and Literacy Walk-Throughs. Student achievement data measured by common formative assessments, iReady, ACCESS, and student self assessments of success criteria (LOGIC)
Position/Role Responsible	District Teaching and Learning Staff Instructional Leadership Team Collaborative Team Leaders Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step # 3

Action Step	Extended Collaboration: The professional learning calendar will include extended collaboration sessions for building capacity of professional learning planning strategies to address the depth, complexity, and integration of standards. Instructional coaches and collaborative team leaders will provide PL to build capacity for deconstructing standards, aligning assessments, and calibrating instructional practices for high impact on student learning. Substitutes will be provided for job-embedded professional development for team members.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School and District Professional Learning Calendar
Method for Monitoring Effectiveness	Collaborative team agendas to show evidence of planning for instruction for ELA standards with the appropriate depth and pacing. Grade level student data charts from formative assessment cycles or Literacy Walk observations/TKES observation data (LOGIC)
Position/Role Responsible	Instructional Leadership Team Collaborative Team Leaders Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	School and Home Academic Engagement: Collaborative teams will work to improve academic engagement both at school and at home by identifying and implementing high leveraged strategies to increase student engagement. Chestatee faculty and staff will host family academic events to build parent capacity with early reading skills and math skills. Teachers will model engagement strategies for parents and students during these events in order to connect student learning at school and home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	Master Calendar
Method for Monitoring Effectiveness	iReady Data Title 1 Compact Goals Attendance Data (LOGIC)
Position/Role Responsible	Family Engagement Coordinator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step # 5

Action Step	Multi-Tiered Systems of Support: Data-driven, differentiated MTSS groups will be facilitated daily for at-risk students. Content will be programs approved by the district or evidence-based supplemental reading intervention programs aligned to student needs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School Schedule
Method for Monitoring Effectiveness	Program Specific Measures (LOGIC)
Position/Role Responsible	MTSS Coordinator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Title I Teacher to Reduce Class Size: Chestatee will provide a reduced class size model for first, second, and third grades.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 6

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Class Rosters and Schedules
Method for Monitoring Effectiveness	Observational Data: Literacy Walk-through surveys and student achievement data; reading conference schedules (LOGIC)
Position/Role Responsible	Instructional Leadership Team Administration
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Instructional Extension: Chestatee will provide extended instructional opportunities for students identified most at risk through multiple criteria in third through fifth grades.
Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities

Action Step # 7

Subgroups	Immigrant
Systems	Coherent Instruction Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Class Rosters, TINA Ranking
Method for Monitoring Effectiveness	Student Achievement Data: ELA GMA/EOG, iReady Data (PROMISING)
Position/Role Responsible	Administration Extended Instruction Teachers
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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2. SCHOOL IMPROVEMENT GOALS

2.2 Overarching Need # 2

Overarching Need

Overarching Need as identified in CNA Section 3.2	Improve student achievement in Math in grades K-5 as measured by the Georgia Milestone Assessment EOG (3rd-5th)
Root Cause # 1	Math achievement and growth are low because teachers are not trained to provide students opportunities to develop higher order thinking, show their reasoning, and explain their thinking in multiple formats.
Root Cause # 2	Math achievement and growth are low because students lack the prerequisite foundational number sense and fluency skills needed at each grade level, which is due to teachers not being trained to teach flexible strategies.
Root Cause # 3	Math achievement and growth are low because teachers are not trained in implementing high-leverage practices to support students with learning gaps identified through formative and benchmark assessments.
Root Cause # 4	Math achievement and growth are low because teachers have ineffective support in designing math instruction related to problem solving and productive struggle
Root Cause # 5	Math achievement and growth are low because teachers have ineffective training in the use of timely and specific feedback to advance students' mathematical thinking.
Root Cause # 6	Math achievement and growth are low because teachers are not provided an effective framework in order to schedule a variety of learning opportunities within the math instructional block to maximize student gains.
Goal	Chestatee will improve student achievement in mathematics as measured by the Georgia Milestone assessment in 3rd-5th grades. The percentage of 3rd-5th students scoring at the proficient level or above on the math GMA will increase from 51% (spring 2023) to 56% (spring 2025).

Action Step # 1

Action Step	<p>Collaborative Teams: K-5 Collaborative Teams will meet weekly to plan quality, differentiated instruction based on the 4 guiding questions of the PLC: What is it we want our students to know and be able to do? How will we know if each student has learned it? How will we respond when some students do not learn it? How will we extend the learning for students who have demonstrated proficiency?</p> <p>Professional development will support collaborative team leaders in facilitating their CT and team members in regards to deconstructing standards, planning for assessment, analyzing data and planning for high impact instruction. Coaches will work with collaborative teams to cultivate collective efficacy and continue professional learning and growth towards becoming highly effective collaborative teams.</p>
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Action Step # 1

Funding Sources	Title I, Part A N/A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	School Calendar and Meeting Agendas
Method for Monitoring Effectiveness	Student achievement data from completed formative assessment cycles with responses to at least one of the 4 PLC questions. (LOGIC)
Position/Role Responsible	Instructional Leadership Team Collaborative Team Leaders Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 2

Action Step	Math: Teachers will participate in professional learning of high leverage instructional strategies for engagement (SIOP), feedback, rigor, and student autonomy, as well as best practices in math instruction. The professional learning will include training for the use of instructional resources for mathematics instruction as well as instructional resources related to best practice and pedagogy.
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Action Step # 2

Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	School and District Calendar including Professional Learning Calendars
Method for Monitoring Effectiveness	Evidence of high leverage strategies will be visible in CT documents and observable in daily instruction and math walk-throughs. Students achievement data measured by common formative assessments, FCS Big 20, and student self assessments of success criteria and ACCESS scores (LOGIC)
Position/Role Responsible	FCS District Teaching/Learning Staff Instructional Leadership Team Collaborative Team Leaders Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 3

Action Step # 3

Action Step	Extended Collaboration: The professional learning calendar will include extended collaboration sessions for building capacity of professional learning planning strategies to address the depth, complexity, and integration of standards. Instructional coaches and collaborative team leaders will provide PL to build capacity for deconstructing standards, aligning assessments, and calibrating instructional practices for high impact on student learning. Substitutes will be provided for job-embedded professional development for team members.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Family and Community Engagement
Method for Monitoring Implementation	School and District Calendars / Professional Learning calendars
Method for Monitoring Effectiveness	CT meeting agends/minutes will show evidence planning for instruction of math standards with appropriate depth and pacing. Grade level student data charts from completed formative assessment cycles, FCS Big 10/20 data, Math Walk though data (observations) (LOGIC)
Position/Role Responsible	Instructional Leadership Team Collaborative Team Leaders Teachers
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 4

Action Step	School and Home Academic Engagement: Collaborative teams will work to improve academic engagement both at school and at home by identifying and implementing high leveraged strategies to increase student engagement. Chestatee faculty and staff will host family academic events to build parent capacity with early reading skills and math skills. Teachers will model engagement strategies for parents and students during these events in order to connect student learning at school and home.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Master School Calendar
Method for Monitoring Effectiveness	Title 1 Compact Goals FCS Big 10/20 data Family Nights Attendance Data
Position/Role Responsible	Family Engagement Coordinator
Timeline for Implementation	Quarterly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 5

Action Step	Multi-Tiered Systems of Support: Data-driven, differentiated MTSS groups will be facilitated daily for at-risk students. Content will be programs approved by the district or evidence-based programs aligned to student needs.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Class Rosters/Universal Screening Data
Method for Monitoring Effectiveness	Program Specific Measures (LOGIC)
Position/Role Responsible	MTSS Coordinator
Timeline for Implementation	Weekly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 6

Action Step	Title I Teacher to Reduce Class Size: Chestatee will provide a reduced class size model for first, second, and third grades.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless

Action Step # 6

Subgroups	English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant
Systems	Coherent Instruction Effective Leadership Professional Capacity Supportive Learning Environment
Method for Monitoring Implementation	Class Roster
Method for Monitoring Effectiveness	Student achievement data: FCS Big 10/20, Math walks to observe frequent small group differentiation and remediation/extension (LOGIC)
Position/Role Responsible	Administration Title 1 Lead
Timeline for Implementation	Yearly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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Action Step # 7

Action Step	Instructional Extension: Chestatee will provide extended instructional opportunities for students identified most at risk through multiple criteria in third through fifth grades.
Funding Sources	Title I, Part A
Subgroups	Economically Disadvantaged Foster Homeless English Learners Migrant Race / Ethnicity / Minority Student with Disabilities Immigrant

Action Step # 7

Systems	Coherent Instruction Effective Leadership Professional Capacity Family and Community Engagement Supportive Learning Environment
Method for Monitoring Implementation	Class Rosters ; TINA Ranking
Method for Monitoring Effectiveness	Student Achievement Data: FCS Big 10/20 and Math GMA EOG (PROMISING)
Position/Role Responsible	Administration Extended Instruction Teachers
Timeline for Implementation	Monthly

What partnerships, if any, with IHEs, business, Non-Profits, Community based organizations, or any private entity with a demonstrated record of success is the LEA implementing in carrying out this action step(s)?	
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3. REQUIRED QUESTIONS

3.1 Stakeholders, Coordination of Activities, Serving Children, and PQ

Required Questions

<p>1. In developing this plan, briefly describe how the school sought advice from individuals (teachers, staff, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and other stakeholders).</p>	<p>While crafting our School Improvement Plan (SIP), we valued inclusivity and collaboration, drawing insights from a diverse array of stakeholders at every step. Our process commenced with a stakeholder input meeting, where a wide spectrum of voices, including members of the Chestatee Leadership Team, school administrators, Local School Council representatives, Parent Teacher Organization (PTO) members, an English Learner (EL) parent, a teacher-parent, a paraprofessional, a local business owner, and parent representatives from the broader school community, convened to share perspectives and complete Comprehensive Needs Assessment (CNA) surveys.</p> <p>Subsequently, our Instructional Leadership team meticulously analyzed the CNA results, discerning pivotal areas for enhancement. From this analysis emerged two primary focal points, around which proposed goals were outlined. During a faculty meeting, teachers and stakeholders employed the "5 Why's" protocol to delve into the underlying causes behind these identified goals. Following a thorough root cause analysis, collaborative teams participated in ranking the root causes based on their perceived impact on school improvement, engaging in robust discussions regarding the proposed action steps delineated by the Instructional Leadership team.</p> <p>These proposed action steps were synthesized into a preliminary draft of the SIP. To ensure broad stakeholder engagement, we solicited feedback on the draft SIP through various avenues. These included distributing surveys during Academic Parent Teacher Team (APTT) events for families, posting the draft on the school's website, and disseminating communication blasts to all families. The input received from this extensive outreach was thoughtfully curated and analyzed to refine the SIP, making necessary adjustments to align with the collective vision of Chestatee Elementary.</p>
<p>2. Describe how the school will ensure that low-income and minority children enrolled in the Title I school are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers.</p>	<p>Chestatee Elementary is committed to ensuring that low-income and minority students are not disproportionately served by ineffective, out-of-field, or inexperienced teachers. To achieve this, the instructional leadership team regularly reviews the progress and growth of each collaborative team and makes recommendations for teacher placement each year. The goal is to create strong instructional teams that are balanced in terms of experience, expertise, and leadership.</p> <p>When considering teacher placements, the administration takes into account Teacher Keys Effectiveness System (TKES) observations, student achievement data, teacher feedback, and the recommendations of the Instructional Leadership Team. This</p>

	<p>comprehensive approach helps to ensure that teacher assignments are based on a combination of performance and professional insight.</p> <p>Once teacher teams are established, the collaborative teams work vertically to place students in the next grade level. This student placement process is based on various factors, including achievement data, demographic information, teacher and counselor recommendations, and parent input, with the aim of creating balanced classrooms. The final rosters and class profiles are then reviewed by the administration and counselors to ensure that each student is appropriately placed, and to avoid clustering students with ineffective or out-of-field teachers.</p> <p>This systematic approach to teacher placement and student assignment helps to ensure that all students, particularly those from low-income and minority backgrounds, are not disproportionately taught by ineffective, out-of-field, or inexperienced teachers. Additionally, Chesatee's academic support teams—comprising Early Intervention Program (EIP), English Learners (EL), and Special Education (SPED) professionals—are experienced and hold in-field certifications, ensuring that the most academically at-risk students receive high-quality instruction from qualified teachers.</p> <p>Highly effective and experienced teachers are strategically recruited and deployed in both Tier 1 and remedial instructional settings, including Extended School Year (ESY) programs and summer learning initiatives. This consistent focus on teacher quality and equitable student placement supports Chestatee Elementary's goal of providing all students with effective instruction and an equitable learning environment.</p>
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<p>3. Provide a general description of the Title I instructional program being implemented at this Title I school. Specifically define the subject areas to be addressed and the instructional strategies/methodologies to be employed to address the identified needs of the most academically at-risk students in the school. Please include services to be provided for students living in local institutions for neglected or delinquent children (if applicable).</p>	<p>To provide extra support for at-risk students, teachers will adopt a tiered priority conferencing approach and implement Sheltered Instruction Observation Protocol (SIOP) strategies. These methods aim to ensure that every student receives differentiated instruction, thereby promoting equity in the classroom. Teachers will employ high-quality methods and evidence-based strategies to help students achieve proficiency at their grade level. Reading data will be collected and recorded for all students using iReady Reading, facilitating routine collective analysis across classrooms, grades, schools, and districts to monitor student growth and the effectiveness of instructional strategies. Additionally, the Forsyth County Big 20 Assessment for math will serve as a tool to track progress, enabling effective interventions and promoting academic success.</p> <p>To enhance reading and math student achievement and meet the goals outlined in the 2024-25 School Improvement Plan (SIP), professional learning will be implemented through job-embedded coaching, supported and monitored by the Instructional Coaching Team. Title I funds will be utilized to provide substitutes for collaborative learning</p>
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	<p>and professional development. Moreover, Title I funds will support a reduced class size model in grades 1, 2, and 5.</p> <p>In these smaller classrooms, teachers will have more opportunities to schedule reading conferences, targeting differentiated skills for both remediation and extension. Conference schedules and observation walkthrough data will be used to assess the effectiveness of this model. During math blocks, students in smaller classrooms will receive more frequent differentiated instruction in small groups, which will be monitored through formative observations.</p> <p>Chestatee's school schedule dedicates an instructional block for Multi-Tiered Systems of Support (MTSS) at all grade levels. This block allows for universal screening, collaborative team data analysis, and educational testing to identify students requiring academic support and to implement necessary interventions and support. Title 1 funds may be allocated for individualized supplemental intervention programs in reading and math.</p> <p>The Targeted Intervention Needs Assessment (TINA) multi-criteria data collection process is utilized to assess and categorize all students, including economically disadvantaged, disabled, migrant, English language learners, homeless, and neglected children. This process ensures equitable access to resources and services based on individual student needs. TINA also aids in identifying students eligible for additional instructional support.</p> <p>Throughout the year, families are invited to parent engagement nights and APPT events to learn how they can support their children's academic success in math and reading. To further assist families in reinforcing academic concepts and skills at home, Chestatee's Family Resource Room provides a space where families can borrow books, learning materials, games, and technology devices, along with guidance on how to use these resources effectively. These initiatives aim to strengthen the partnership between the school and families, supporting student achievement and fostering a collaborative learning community.</p>
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<p>4. If applicable, provide a description of how teachers, in consultation with parents, administrators, and pupil services personnel, will identify eligible children most in need of services in Title I targeted assistance schools/programs. Please include a description of how the school will develop and implement multiple (a minimum of 2) objective, academic-based performance criteria to rank students for service. Also include a description of the measurable scale (point</p>	<p>All students at Chestatee Elementary are universally screened three times a year in reading and math using iReady. Additionally, classroom teachers complete a Title I Needs Assessment survey to evaluate the level of support required by each student. This assessment ranks students based on various factors, such as reading levels, universal screening results, Big 20 scores, attendance records, grade retention, IST (Instructional Support Team) or SST (Student Support Team) identification, Georgia Milestones End-of-Grade (EOG) scores, and requests for support from teachers or parents. This multi-criterion survey provides a comprehensive framework for identifying students who need additional academic support.</p>
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system) that uses the objective criteria to rank all students.

Once students are ranked through this process, decisions are made about the most appropriate support services for the academically at-risk student population. The students with the highest need, as determined by the Title I Needs Assessment and universal screening, are provided additional support through various programs, including Instructional Extension for math and reading in grades three through five.

This systematic approach ensures that all students, especially those at risk, receive the support they need to succeed academically. The combination of universal screening, multiple criterion assessments, and tailored support programs provides a robust structure for addressing student needs and promoting equitable learning outcomes.

3. REQUIRED QUESTIONS

3.2 PQ, Federally Identified Schools, CTAE, Discipline

Required Questions

<p>5. If applicable, describe how the school will support, coordinate, and integrate services with early childhood programs at the school level, including strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.</p>	<p>Chestatee Elementary hosts a Kindergarten Night for incoming kindergarten students and their parents. This event provides students with an opportunity to visit classrooms and meet current kindergarten teachers, while parents receive information about academic and behavioral expectations for the upcoming school year.</p> <p>Each August, Chestatee participates in the Forsyth County Kindergarten Round-Up, an event designed to familiarize students and families with bus safety and school transportation routines. The event is widely publicized by the school system, school administration, and local media to ensure that families are well-informed.</p> <p>Several days before school begins, Chestatee Elementary holds an Open House, inviting students and families to visit the school and meet their child's teachers. This is also a time for families to sign up for after-school care services, drop off school supplies, explore volunteer opportunities, and finalize transportation arrangements. All administrative and support staff are on hand to assist kindergarten families with the transition and to help them find any additional resources they might need.</p> <p>Chestatee Elementary also supports two Pre-Kindergarten classrooms, offering enrollment to both special needs students and typical peers, ensuring a diverse and inclusive environment. Additionally, Chestatee Elementary partners with the Forsyth County Library to provide emerging reader activities for families of preschool students. These programs are called LEAP into Literacy.</p> <p>Through these events and programs, Chestatee aims to create a smooth transition for incoming kindergarten students and their families, offering a welcoming environment and comprehensive support throughout the early stages of their educational journey.</p>
<p>6. If applicable, describe how the school will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including: Coordination with institutions of higher education, employers, and local partners; and Increased student access to early college, high school, or dual or concurrent enrollment opportunities or career counseling to identify student interest and skills.</p>	<p>Chestatee Elementary collaborates with Little Mill Middle School (LMMS) to ensure a smooth and positive academic and social-emotional transition from elementary to middle school. The administration and fifth-grade teachers at Chestatee work closely with LMMS staff to gather and share academic and social-emotional data for each student, helping to determine the best class placement and support at the middle school level. Both schools share data to identify students with special instructional needs, allowing for effective planning of support and enrichment services for rising sixth graders. The special education and the ESOL departments of both schools also collaborate during individual transition meetings to ensure continuity of support for these students.</p> <p>To help families feel connected, comfortable, and informed during this critical transition, Chestatee and Little Mill Middle School organize a series of events designed to engage and inform both students and</p>

	<p>parents. An evening informational meeting provides families with an overview of middle school expectations, academic programs, and other key information. Additionally, fifth graders from Chestatee are taken on a field trip to LMMS during the school day, where they tour the campus, learn about special programs such as chorus and band, and have the opportunity to ask questions to ease the transition.</p> <p>Parents of rising sixth graders are also invited to attend LMMS's open house, which allows them to familiarize themselves with the middle school's expectations, course offerings, and daily schedules for their children. This comprehensive approach to transitioning helps ensure that students and families feel supported and confident as they move from elementary to middle school, reducing anxiety and promoting a positive start in their new environment.</p>
<p>7. Describe how the school will support efforts to reduce the overuse of discipline practices that remove students from the classroom, specifically addressing the effects on all subgroups of students.</p>	<p>Chestatee Elementary implements the Positive Behavior Interventions and Supports (PBIS) system to foster positive behavior and minimize discipline issues among students. This proactive approach emphasizes teaching, modeling, and reinforcing behavioral expectations consistently throughout the school community. Aligned with Chestatee's mission of nurturing respectful, responsible problem solvers who soar to success, a school-wide matrix of conduct expectations is established.</p> <p>In each classroom, strategies for self-regulation are integrated, including designated "Cool Down Spots" where students can independently manage their emotions. Teachers incorporate "brain breaks" to enhance student focus and stamina, while mindfulness training, sponsored by the district, equips them to cultivate calm classroom environments. Additionally, the "Chessie" system is employed to encourage self-monitoring of behavior. Throughout the day, students are incentivized for demonstrating expected or exemplary behaviors by moving their clip up the "Chessie" stick. Conversely, if a student exhibits behaviors inconsistent with The Chestatee Way, they may move their clip down the "Chessie" stick, with opportunities to regain positive standing through subsequent displays of expected behavior.</p> <p>To ensure the effectiveness of these practices, behavioral data and referral information are systematically collected and analyzed using the School-Wide Information System (SWIS) by the PBIS team. This data-driven approach enables the school to judiciously apply disciplinary measures, reserving classroom removals for situations where behavior significantly disrupts learning or poses safety concerns. Through the implementation of these comprehensive strategies, Chestatee endeavors to cultivate a school culture where positive conduct prevails, supporting students' social and emotional growth.</p>

ADDITIONAL RESPONSES

<p>8. Use the space below to provide additional narrative regarding the school's improvement plan.</p>	<p>Chestatee Elementary's school improvement plan is designed to increase student growth and achievement through building teacher capacity, increasing family engagement, and reducing class size. The plan is driven by a goal for reading achievement and a goal for math achievement.</p> <p>Goal One: Chestatee will improve student achievement in ELA/Reading as measured by the Georgia Milestone Assessment in grades 3rd-5th. The percentage of 3rd-5th students scoring at the proficient level or above on the ELA/GMA will increase from 40% (Spring 2023) to 50% (Spring 2025).</p> <p>Goal Two: Chestatee will improve student achievement in mathematics as measured by the Georgia Milestone assessment in grades 3rd-5th. The percentage of 3rd-5th students scoring at the proficient level or above on the math GMA will increase from 51% (spring 2023) to 56% (spring 2025).</p> <p>Progress and performance towards the goals will be measured by formative and summative student achievement data in the form of ELA and Math EOG scores, iReady Reading Data, and FCS Big 10/20 math scores. Effect size (0.68) Learning Goals versus No Goals (Hattie, 2017).</p> <p>Building Teacher Capacity through Professional Learning: Effect size (1.57) Collective Teacher Efficacy (Hattie, 2017) Effect size (0.79) Deliberate Practice (Hattie, 2017) Effect size (0.75) Evaluation and Reflection (Hattie, 2017) Effect size (.68) Problem-Solving Teaching (Hattie, 2017)</p> <p>Action Steps: Action Step 1. Collaborative Teams: K-5 Collaborative Teams will meet weekly to plan quality, differentiated instruction based on the 4 guiding questions of the PLC: What is it we want our students to know and be able to do? How will we know if each student has learned it? How will we respond when some students do not learn it? How will we extend the learning for students who have demonstrated proficiency?</p> <p>Professional development will support collaborative team leaders in facilitating their CT and team members in regards to deconstructing standards, planning for assessment, analyzing data and planning for high impact instruction. Coaches will work with collaborative teams to cultivate collective efficacy and continue professional learning and growth towards becoming highly effective collaborative teams.</p> <p>Action Step 2. Professional Learning: ELA: Teachers will participate in professional learning of high leverage</p>
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ADDITIONAL RESPONSES

	<p>instructional strategies for engagement (SIOP), feedback, rigor, and student autonomy, as well as best practices in ELA instruction. The professional learning will include training for the use of instructional resources for literacy instruction as well as instructional resources related to best practice and pedagogy.</p> <p>Math: Teachers will participate in professional learning of high leverage instructional strategies for engagement (SIOP), feedback, rigor, and student autonomy, as well as best practices in math instruction. The professional learning will include training for the use of instructional resources for mathematics instruction as well as instructional resources related to best practice and pedagogy.</p> <p>Action Step 3. Extended Collaboration: The professional learning calendar will include extended collaboration sessions for building capacity of professional learning planning strategies to address the depth, complexity, and integration of standards. Instructional coaches and collaborative team leaders will provide PL to build capacity for deconstructing standards, aligning assessments, and calibrating instructional practices for high impact on student learning. Substitutes will be provided for job-embedded professional development for team members.</p> <p>Increasing Family Engagement Effect size (0.50) Parent Involvement (Hattie, 2017)</p> <p>Action Step 4. School and Home Academic Engagement: Collaborative teams will work to improve academic engagement both at school and at home by identifying and implementing high leveraged strategies to increase student engagement. Chestatee faculty and staff will host family academic events to build parent capacity with early reading skills and math skills. Teachers will model engagement strategies for parents and students during these events in order to connect student learning at school and home.</p> <p>Reducing Class-size Model Effect size (1.29) Response to Intervention (Hattie, 2017) Effect size (0.60) Direct Instruction (Hattie, 2017) Effect size (0.75) Evaluation and Reflection (Hattie, 2017) Effect size (.68) Problem-Solving Teaching (Hattie, 2017) Effect size (.82) Scaffolding (Hattie, 2017) Effect size (.82) Classroom Discussion (Hattie, 2017) Effect size (.21) Reduced Class size (Hattie, 2017)</p> <p>Action Step 5. Multi-Tiered Systems of Support: Data-driven, differentiated MTSS groups will be facilitated daily for at-risk students. Content will be programs approved by the district or evidence-based programs aligned to student needs.</p> <p>Action Step 6. Title I Teacher to Reduce Class Size: Chestatee will</p>
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ADDITIONAL RESPONSES

	<p>provide a reduced class size model for three grade levels.</p> <p>Action Step 7. Instructional Extension: Chestatee will provide extended instructional opportunities for students identified most at risk in third through fifth grades.</p> <p>Action steps are monitored by student achievement data and LOGIC models.</p> <p>Monitoring of the SIP Demographic, perception, and achievement data will be monitored monthly during leadership team meetings to evaluate the effectiveness of action steps and to consider any necessary adjustments to meet the current School Improvement Plan (SIP) goals. The collaborative team comprising school administrators, instructional coaches, the Title I Lead teacher, and teacher leaders will work together to identify and analyze the relevant data. This data will include annual assessments such as the Georgia Milestones Assessments, Universal Screening results, pre- and post-test outcomes, teacher observations, and student reading levels. Students identified as at-risk through various criteria and receiving additional instructional support will be assessed at least once a month to track their progress.</p> <p>Collected data will serve as an indicator of whether the action steps in the plan are achieving the desired outcomes. If an action step is not producing the expected results, the leadership team will collaborate to determine the necessary revisions or amendments to ensure continuous student improvement. Growth metrics will be documented throughout the year, with regular updates to LOGIC models at the beginning, middle, and end of the academic year. During the mid-year and end-of-year reviews, each action step will be assessed to determine whether it is progressing at the expected rate, falling behind schedule, not yet started, or completed. This iterative approach allows the leadership team to respond quickly to emerging challenges and ensure that the SIP goals are met through a process of continuous improvement.</p>
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